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ABSTRACT

This guide uses the planning process at the University of Maryland, College Park, as an example of comprehensive campus-wide planning for institutional and programmatic diversity goals. Five planning principles are identified: (1) accountability, (2) inclusiveness, (3) shared responsibility, (4) evaluation, and (5) institutionalization. Chapters are organized thematically, highlighting diversity programs and institutional priorities that have been created at the University of Maryland based on the five planning principles as applied to the following five institutional planning priorities: (1) leadership and systemic change; (2) recruitment, retention, and affirmative action; (3) curriculum transformation; (4) campus-community connections; and (5) faculty, staff, and student involvement. The structure of the manual mirrors that of DiversityWeb, a Web site that offers good practices and a planning format for institutions working together on diversity efforts. Inserts and sidebars throughout the guide provide practical tips and leadership statements of individuals at various institutions. Appended are brief descriptions of programs at other institutions and a list of the web sites referred to in the manual. (DB)

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Diversity Blueprint

A Planning Manual for Colleges and Universities

A Collaboration Between

University of Maryland, College Park

and

Association of American Colleges and Universities

ME 032030

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Diversity Blueprint

A Planning Manual for Colleges and Universities

Created by the
Office of Human Relations Programs
in collaboration with associates at the
University of Maryland, College Park
and the
Association of American Colleges and Universities

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Overview

The University of Maryland remained segregated and exclusionary well into the 1950s. However, numerous internal struggles and external pressures emerged to change the exclusionary policies and practices of the university. Campus leaders faced the challenges that arose with a combination of stoic resistance and a new determination to change with the times. Through a process of trial and error, the university learned to move beyond its racial and cultural divide and ultimately emerged as a national leader in diversity learning and good campus practices.

During 1991, the university linked its diversity and educational missions with comprehensive campus-wide planning efforts to create institutional and programmatic diversity goals. Although the university has a distance to go before successfully achieving pluralism, campus leadership at all levels supports this diversity mandate, and a campus infrastructure sustains it.

Diversity Blueprint is a planning resource for administrators, faculty, and staff who want to create diversity policies and initiatives using collaborative, campus-wide planning efforts at their respective institutions. Users will find models that explain the organizational structure used by the University of Maryland, College Park, to sustain its diversity programs, as well as information about the initial organizational structure these programs required during their development. National and local legal decisions, research about the benefits of diversity learning, and social trends reflecting national attitudes about diversity in higher education are also examined along with their impact on the University of Maryland and higher education. Additionally, leaders from fifteen other colleges and universities share information about their institutional challenges and progressive strides toward achieving diversity and a welcoming campus climate for all. The numerous ways in which various programs incorporate change all stress one important factor: It is progammatic substance, not size, that contributes most significantly to a climate of inclusiveness, equity, and educational excellence.

By reviewing the University of Maryland's history of inclusion, diversity practitioners have come to realize that the most successful campus diversity programs use five planning principles to help create a diverse environment. These principles are

- accountability
- inclusiveness
- shared responsibility
- evaluation, and
- institutionalization.

The chapters of *Diversity Blueprint* are organized thematically and highlight diversity programs and institutional planning priorities that have been created at the University of Maryland based on these five principles. The manual centers on these institutional planning priorities and shows how the five principles have facilitated new policies and collaborative planning at the campus.

The institutional planning priorities listed here are also detailed on DiversityWeb (http://www.inform.umd.edu/ DiversityWeb). They are

- leadership and systemic change,
- recruitment, retention, and affirmative action,
- curriculum transformation,
- campus-community connections, and
- faculty, staff, and student involvement.

Using these planning principles and priorities, as well as a multitiered approach to building a planning framework, any institution can establish and sustain a variety of diversity programs. *Diversity Blueprint* discusses several examples from the University of Maryland and other institutions to illustrate how the planning principles and priorities have been used to promote change.

Diversity Blueprint is a planning guide that is useful for any type of institution during any stage of its diversity planning process. Highlighted in the manual are the principles and "lessons learned" that can help institutions build consensus, develop effective diversity planning practices, and set institutional priorities to create systemic change. While it is not an exhaustive study of everything relating to diversity at the University of Maryland, the *Diversity Blueprint* is a comprehensive "snapshot" of the many ongoing efforts being used to create a truly inclusive environment. These endeavors can be adapted to help other institutions meet their own diversity needs and goals.

Throughout *Diversity Blueprint* the voices of people most involved with and affected by the multitude of diversity activities at the University of Maryland emerge loud and clear. Also woven into the narrative are the voices of faculty, staff, and students who have contributed to the institution's renaissance. This is their story, a story that says diversity is good—good for students, good for higher education, and good for the nation. ■

— Gladys Brown
University of Maryland, College Park

How to Use This Manual

Diversity Blueprint is a manual that users can read straight through or review by individual chapter. The manual provides a "blueprint" of what lies ahead.

Design cues include tabs along the edges of the pages to denote the chapter, and where appropriate, *Diversity Blueprint* also tells users how to find additional information on programs discussed by providing, in a light blue box, the URL addresses to appropriate World Wide Web sites and the name, title, phone number, and e-mail address of contacts with whom users can share ideas or ask questions.

The structure of the manual mirrors that of DiversityWeb, a Web site that offers good practices and a planning workroom for scores of colleges and universities working together on efforts that reflect the nation's diversity on their campuses. DiversityWeb (http://www.inform.umd.edu/DiversityWeb), was developed by the University of Maryland (http://www.umcp.umd.edu) and the Association of American Colleges and Universities (AAC&U—http://www.aacu-edu.org) in cooperation with *Diversity Connections* at Wesleyan University, with support from the Ford Foundation. ■

Foreword

The history of diversity in American higher education is a story still waiting to be told. It will contain some sordid chapters, but it will be largely a success story of how an aspiring democracy managed to incorporate into its vision of itself people from increasingly diverse backgrounds and cultures. The process has by no means been easy or harmonious. At various times it has involved exclusion and segregation along lines of gender, race, religion, and class. Ironically, the fact that American colleges and universities are themselves so diverse is at once a tribute to American inventiveness and a legacy of entrenched discrimination.

Since the early 1960's, American higher education has been engaging issues of diversity with more deliberateness and vigor than at any time in American history. Among the many factors that contributed to this development, the Civil Rights Movement was probably the most powerful. It called urgent attention to the black/white racial divide in the country and prompted many historically white colleges and universities to acknowledge their complicity in the systematic denial of educational opportunity to black Americans. They resolved to redress the injustice by engaging in a sustained campaign to recruit, enroll, and graduate much larger numbers of black students. The key point to remember is that for many college and university administrators engaged in the campaign it was significantly, if not exclusively, a matter of justice.

But justice was not the only issue. Demographic changes, new patterns of immigration, and heightened awareness of the multiple dimensions of diversity have not only extended the paradigm beyond black and white, but have also deepened our understanding of the dynamic nature of identity and the subtle forces that influence its construction. Most importantly, we have learned to harness these forces for the benefit of individuals, the multiple groups to which individuals belong, and ultimately the whole of society. For example, the business community is increasingly aware of the important business considerations related to diversity, such as the relationship between diversity and marketing, and the implications of diversity for the future workforce.

In the academic community there is also a growing awareness that human diversity is an educational opportunity and an educational asset. It has opened up new areas of inquiry, beginning with the simple question, "Who are they, and what has been their experience?" It has also created opportunities for intellectual engagement that can lead to increasingly sophisticated answers. It is now possible to explore in intellectually rigorous ways the social and cultural lives of groups whose experiences and contributions had long been neglected. The result is more knowledge and more pathways to knowledge, more points of contrast and comparison, which have the potential to deepen our understanding of everything we know.

For about a decade the Ford Foundation has been supporting efforts by colleges and universities in this country and in India to tap the resource represented by diversity and manage its uses in ways that make it educationally productive. Just as we manage our libraries and laboratories with greater skill than in the past, we are learning to manage diversity better and to realize more of its potential.

I know of no university in this country that has made a more sustained effort to use diversity for the educational benefit of all students than the University of Maryland, College Park. It is therefore particularly fitting that the university and the association should prepare a handbook that offers advice to colleges and universities on how to plan for diversity, how to engage it productively, and how to celebrate its educational uses. ■

— *Edgar Beckham, Ford Foundation*

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Is a strong, campus diversity plan achievable in today's politically charged campus climate? Is the cost of developing and implementing such a plan worth it?

Diversity Blueprint: A Planning Manual for Colleges and Universities examines these questions and others confronting college and university leaders grappling with the complexities of campus diversity planning today. As higher education seeks to ascend to higher moral and educational ground, lessons learned from colleagues who have succeeded in making their campuses inclusive and inviting communities are both timely and welcome. *Diversity Blueprint* provides a needful framework for campus practice.

Diversity Blueprint is a valuable resource for this time; a much needed tool to guide the thinking, strategic planning, and implementation of diversity planners at every type of campus, large or small. For more than two years, AAC&U and the University of Maryland have collaborated in creating a series of diversity resources for campuses through a joint initiative, "Diversity Works." One such resource, DiversityWeb (http://www.inform.umd.edu./DiversityWeb) has gained national recognition from the White House for serving as a catalyst for curricular reform, collaborative leadership, and planning, and on-line meetings about pertinent diversity issues. *Diversity Blueprint* continues in that direction, sparking new ideas and insights.

An honest and revealing publication, *Diversity Blueprint* traces the checkered history of the University of Maryland's diversity reform efforts. The campus serves as both model and inspiration. The diversity planning principles, practices and priorities featured in the publication are those that have led to Maryland's success in making diversity a meaningful commitment. In *Diversity Blueprint*, the university draws on its racial and cultural history, institutional mission, academic initiatives, public pressures, and interviews with campus staff to profile its progression from racially segregated, public institution to undisputed national leader in campus diversity. In doing so, the authors show how any campus can take similar steps. That the changes on Maryland's campus were not easy or always welcome is a recurring and sobering theme.

Along with its emphasis that campus diversity planning must be "a top down, bottom up" process, *Diversity Blueprint* calls for collaborative leadership across the campus. Provocative and thoughtful Leadership Statements from campuses throughout the United States offer encouragement and wisdom. The statements address such topics as diversity and affirmative action, achieving faculty and student diversity, and diversity and academic excellence. Comments are offered by some of the nation's top presidential leaders, many of them former University of Maryland administrators now leading their own campuses.

Need help in addressing internal resistance to diversity? In responding to public pressures or assessing the strengths and weaknesses of campus diversity efforts? *Diversity Blueprint* provides the necessary insight. But most importantly, *Diversity Blueprint* documents the value of diversity learning for the campus, for learning, and for society. ■

— Carol Geary Schneider, President of AAC&U

The University of Maryland, College Park, is often cited in the press and in the higher education community as a leader in the area of diversity. Although we take great pride in the strides we have made, we are cognizant of how much more we need to do before we can realistically declare victory.

One might ask: Why has the University of Maryland focused so much attention on having a diverse academic community? Let me cite two reasons: (1) we wish to rid ourselves of all vestiges of a state-segregated higher education system; and (2) we desire to prepare the skilled workforce necessary for our nation's continuing prosperity in the competitive global economy of the 21st century.

A glimpse of the future may be gleaned from a 1987 Hudson Institute report, *Workforce 2000: Work and Workers for the 21st Century*. This landmark study projects that over the rest of this decade, 85 percent of the net new entrants into the workforce will be women, immigrants, and minorities. Thus, in the years ahead, diversity throughout the workplace will be a reality, not just a desirable goal. The question is whether there will be adequate numbers of well-educated young people to fill the available positions, young people who in increasing proportions come from minority groups. Past history and present statistics tell us that the level of diversity required to meet the economic demands of the next century will not occur without a strong commitment from our colleges and universities.

Diversity Blueprint: A Planning Manual for Colleges and Universities was developed to help other institutions learn from our efforts to create a diverse pool of well-prepared graduates, and to serve as a constant reminder to us that the level of diversity we seek and need will not occur by happenstance. It will require commitment; it will require vigilance; it will require work.

Personally, I have found my participation in enhancing diversity at the University of Maryland one of the most rewarding experiences of my career, and my colleagues and I are indebted to the Ford Foundation and the Association of American Colleges and Universities for helping to tell our story. This manual would not have been possible without their assistance. Their efforts in support of better higher education for all groups continue to be an influential force in American higher education. ■

*— William E. Kirwan, President, University of Maryland, College Park**

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* *Former president, University of Maryland, College Park; assumed presidency of The Ohio State University on July 1, 1998.*

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Appreciation for Daryl Smith's contribution to diversity studies goes beyond simple acknowledgment. Citations from her research introduce each chapter. Besides continuity with the themes of AAC&Us *Diversity Works*, Smith's study provides empirical support for diversity theory.

Many individuals have shaped *Diversity Blueprint*. They were critical players in achieving two of the manual's major goals. The first goal is to provide an in-depth analysis of the University of Maryland, College Park's diversity progress within the context of legal and budgetary setbacks. The second, but equally important, goal is devising a "how-to" format to convey processes, strategies, and activities suitable for adaptation by colleges and universities nationwide.

Here, it is my intention to list and thank each person who worked on the manual. In my effort to name all those whose contribution increases the value of the manual, I may have unintentionally omitted a name, and for that I apologize.

My thanks to all who supported me as we brought the manual to publication.

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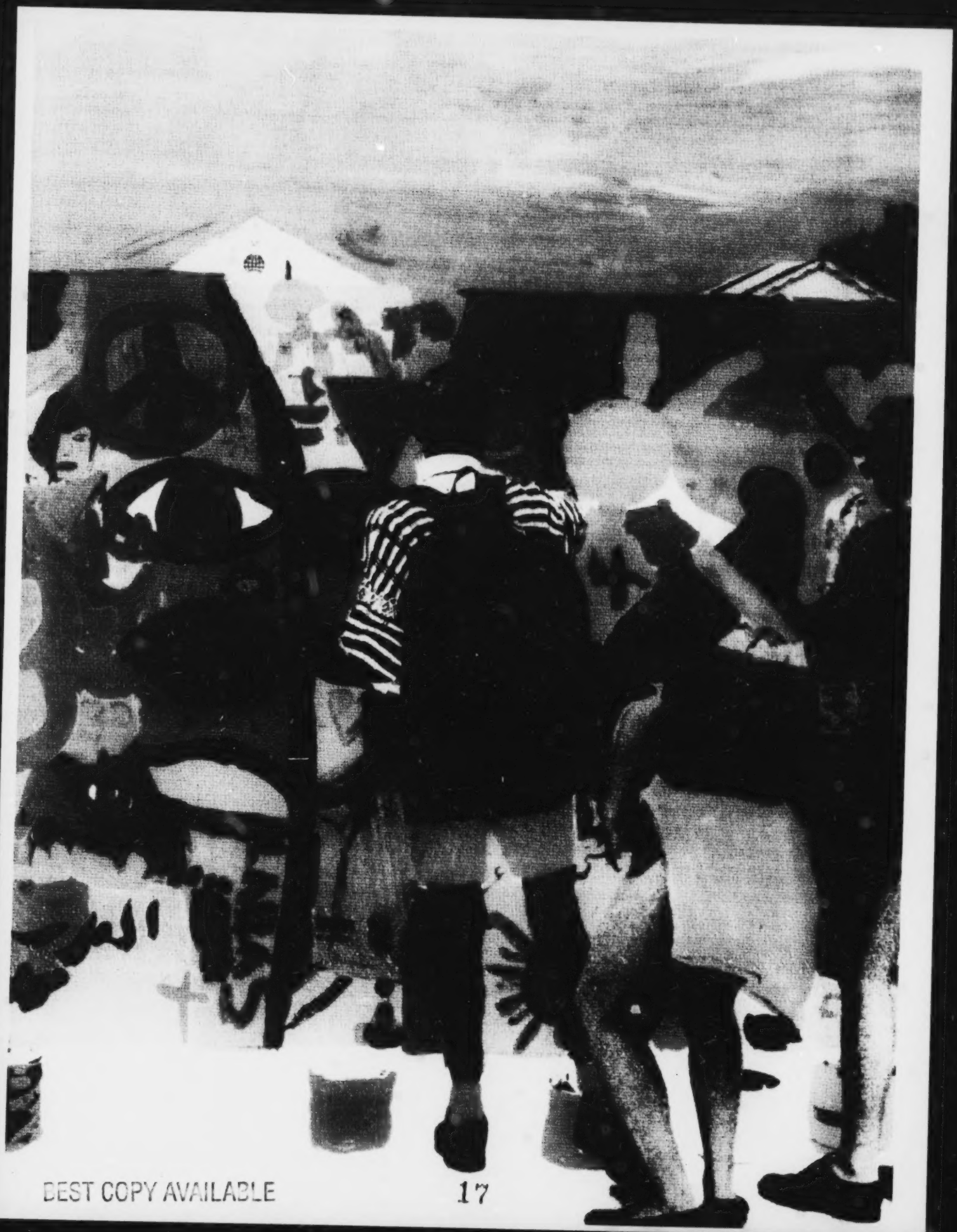
Their active participation in the Diversity Initiative, chaired by the Office of Human Relations Programs, has resulted in a citation by the White House Initiative on Race as one of fourteen national models of promising practices, two Ford Foundation grants, and collaborations which produced the Diversity News Bureau, the Diversity Database, DiversityWeb, and *Diversity Blueprint: A Planning Manual for Colleges and Universities*. Collaboration took on new meaning as we contributed our various talents and expertise to creating a resource for others seeking to improve the quality of education in a democracy. ■

— Gladys Brown, May 1998
Director, Office of Human Relations Programs,
University of Maryland



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Why Diversity? Can it be Achieved?

There is no one-shot program or solution for diversity. Diversity in higher education should not even be viewed as a problem that is in need of a solution. Indeed, it is apparent that engaging diversity provides a wonderful opportunity to attend to many issues which have long needed attention—teaching and learning, curricular coherence, assessment, campus-community connections, climate, student success, and advising, among others. Diversity on campus impels us to prepare students and our institutions for a future in which the diversity of our communities and institutions is widely recognized as a powerful resource.

Daryl G. Smith, et al. 1997. *Diversity Works: The Emerging Picture of How Students Benefit*. Washington, D.C. : AAC&U, 49.

Diversity Programs Bring Controversy and Results

There are no fool-proof steps to making diversity work on a college campus, but lessons learned from experience are helpful in guiding others over the sometimes rocky terrain. This diversity manual draws on lessons learned over three decades by the University of Maryland, College Park.

Diversity programs are hardly without critics on most college campuses, and College Park is no exception. A recent diversity survey conducted on the University of Maryland campus reveals that "white students think we're doing too much; black students say we're not doing enough," says William Sedlacek, professor of education. In addition, Herman Belz, professor of history, criticizes the university's diversity efforts for "classifying the campus into groups. It's counterproductive to the mission of the university for race and gender to be issues in hiring and promotion," he says. In the view of Belz and others, if "intellectual diversity" becomes the university's chief concern, other forms of diversity will naturally follow.

Despite controversial views about the value of diversity efforts, the impact of successful campus diversity programs nationwide is both visible and measurable. Success stories highlight diversity efforts that foster racial and gender equity as well as programs that meet the needs of people with physical and learning disabilities, different sexual orientations, or diverse religious or socioeconomic backgrounds. A case in point is represented in the story of Joel Buzy, a former special education student at the University of Maryland, College Park.

In May 1997, Joel Buzy graduated with a 4.0 average and was the student speaker at the university's commencement ceremony. Eleven years earlier as a high school graduate, Buzy was more likely to be on a "least likely to succeed" list. He had barely graduated, had never finished reading a book, and had no interest in furthering his education. "When I walked out of my high school graduation with my diploma in hand," he said, "I slammed the door on academia." Buzy began a series of manual labor jobs and became involved, through volunteer work, with the local rescue squad. He ultimately trained—successfully—as a firefighter, paramedic, and emergency dispatcher. It was this professional success that led Buzy to believe that perhaps he wasn't "stupid." His girlfriend, who taught learning-disabled children, had noted that he shared some traits with her students and persuaded him to undergo testing. Buzy did and was diagnosed with a form of dyslexia that interfered with his ability to read and write.

After his acceptance at the University of Maryland, Buzy admits to being "sick with terror." With the help of the director and staff of Disability Support

Terms like "diversity" raise suspicion among American Indians. From my perspective as a Chippewa, as president of Turtle Mountain Community College, a tribal college, and as the current president of the American Indian Higher Education consortium, any contemporary discussion on diversity must be weighed against what has and is happening to American Indians. For hundreds of years government has guided public policy intended to force acculturation and assimilation of Indians into mainstream America.

In American history, the official policy toward Indians was "termination." During this period, American Indians lost their land, and to some degree, their language, culture, health, and life. Even burial sites were robbed. Today, bones and skeletons of Indian people are kept in museums throughout urban and rural America. The affairs of American Indians are micromanaged, particularly their water and land, which is being held in "trust" by the federal government. Any attempt at commerce is heavily regulated by federal and state law and by general interference from non-Indian society. Treaties, once eagerly entered into with Indian tribes, are now scoffed and ignored by nearly all Americans except for those few who recognize the necessity, for America's sake, of honoring treaties and agreements made with Indians. Indeed, history has created many weighted factors that influence diversity and the American Indian.

LEADERSHIP STATEMENT

Dr. Gerald "Carty" Monette
President
Turtle Mountain Community College,
and American Indian
Higher Education Consortium

Notwithstanding history, as an educator, I recognize the need to be part of the dialogue on diversity. To move the national debate on diversity forward, America must do a very basic thing. It must guarantee access to education and other opportunities for every citizen. In some instances, this will mean above and beyond equal opportunity and access. As an Indian, I see irony in the current backlash regarding affirmative action. I think back to the volumes of federal law that "opened " American Indian water and land to settlers and laws that "tilted" the advantage to the newcomers. In reality, nearly every federal law, including the Morrill Act of 1862, the Homestead Acts, the immigration laws, the National Defense Act of 1959, and the deregulation of the telephone system are each a form of affirmative action. The major difference is that, historically, federal law saw very little benefit to American minorities and women.

I believe that all people ought to have an equal opportunity to be diverse. This should be the goal for America. The challenge is to reach diversity while sustaining a comfort zone for each American. Diversity in America is acceptable only to the point where it does not remove us from our comfort zone. Proof of this is everywhere. Isn't it? ■

Services, he overcame his fears and not only succeeded, but excelled in academe. He attributes part of his success to the special services provided by the university as part of its commitment to serve all students.

"This dedicated group makes education accessible for many people with all kinds of disabilities," Buzy says. "Their devotion is truly noble." Buzy is now continuing his education at Baylor University's School of Medicine on full scholarship.

A Model for Change

Various diversity initiatives that focus on race, ethnicity, gender, disability, religion, age, and sexual orientation, now flourish at the University of Maryland, but these programs were hard gained and developed in an environment that for years seemed hostile to change. Typical of many other institutions of higher education throughout the country, the University of Maryland remained racially segregated well into the mid-twentieth century and did not admit its first African American undergraduate until 1954. The institution possessed no traditions or history of diversity, no programs or common practices of inclusion on which it could build. The make-up of its student body and staff was at odds with the racial and socioeconomic demographics of the surrounding Maryland communities and the broader metropolitan Baltimore-Washington area nearby.

Today this has all changed. Over the years, more and more diversity initiatives have emerged at the university, as well as at campuses nationwide. Change came in response to legal mandates, societal pressures, and the guidance of enlightened campus leaders. Programs were often built by trial and error, with limited resources, in periods of financial hardship, and in times of general retrenchment of public support for higher education.

If there is a "Maryland model" of diversity planning for others to draw from, it can best be defined as one of struggle and success built on a process of trial and error and collaborative campus leadership, from the top down and the bottom up. For many members of the campus, fostering diversity has become a commitment of both the head and the heart. William E. Kirwan, president of the University of Maryland since 1989 and a major proponent of diversity learning and programs, sees the impact of diversity manifested in a general mood on campus. "People brag about it," he says. "You can see it in the way people think about the institution. Diversity has become an identifying characteristic."

I know many students and Americans-at-large view affiliations with ethnic or community groups as separatist, self-segregating, or even elitist, but I would argue with them. My knowledge of myself and awareness of issues within the Jewish community and community of women have made me a better student leader, have enriched my personal relationships, and have made me a better student.

Take, for example, the issues of creating an Asian American Studies Program here at the University of Maryland. I realized last year, at the height of the student protest, when leaders of the black, Jewish, and Latino student communities marched alongside Asian American students in favor of the Asian American Studies program, that this was not an Asian issue. A lack of access to knowledge about one's own people's role in building the United States is an incredibly disempowering experience. As a Jew, I know that the darkest times in our history were when we were denied our books that provided our history and our religion, the very center of our existence.

STUDENT LEADERSHIP

Jennifer A. Walper
1997-98 Vice President of Human Relations, Student Government Association
University of Maryland

Diversity happened when student groups began to realize that the issue was not an Asian issue. The creation of an Asian American Studies Program would mean that the university would take another step to acknowledge that numbers of multiethnic students on our campus are not diversity. Diversity occurs when we have engaged and empowered multiethnic students, including white Anglo-Saxon Protestant students! Division exists when students resent their unvalued status on campus and society or when those who traditionally hold power in society fear that added perspectives mean a loss of status.

As the director of human relations of the Student Government Association (SGA), diversity happened when I realized SGA was being ineffective in identifying and acting on such issues. I realized that if the creation of an Asian American Studies program had been spearheaded by the SGA, it would be validated, and it would not be viewed as exclusively an "Asian" issue.

To help identify such issues, I created a board called the Advocacy Board that unites the campus leaders from eighteen campus communities, including such groups as the Latino Student Union; Black Student Union; Lesbian, Gay, Bisexual Alliance; Jewish Student Union; Interfraternity Council; Asian American and Native American Student Unions; Organization of Arab Students; Student Black Women's Council; and the Women's Circle. The board helps me to identify key issues and provides a vehicle for coalition building. The board also focuses on attempting to understand the issues that affect each campus community, how the issues affect each other's communities, and how they affect the entire campus. The board is realizing that it is rare to find an issue that affects only one community. More importantly, the presidents of these organizations have begun to feel a personal kinship to one another, which immensely helps the group relations process to evolve. ■

There are arguments in support of diversity that rest on principles of social justice, but in my view, diversity is simply not an abstract value. Nor is it an end in itself. I would argue that it is essential to the composition of a community of higher learning on pragmatic grounds. By far, from my experiences, the most compelling reason is that it enhances the education of all of our students, majority as well as minority.

Fundamentally, the argument we make as educators is this: The education of every student is enhanced by a diverse environment, and every student's education suffers if that diversity is not provided. Diversity offers students invaluable lessons about the real world, about the nature of society, cultural differences, and the breadth of values.

LEADERSHIP STATEMENT

Robert M. Berdahl
Chancellor
University of California–Berkeley

Education is the process of encountering that which we are not, that which is unfamiliar, that which we do not know. Out of an encounter with the other and the new comes understanding and assimilation, modification and rejection—some response that allows us to know and grasp more than if we had not had the encounter. That process constitutes education.

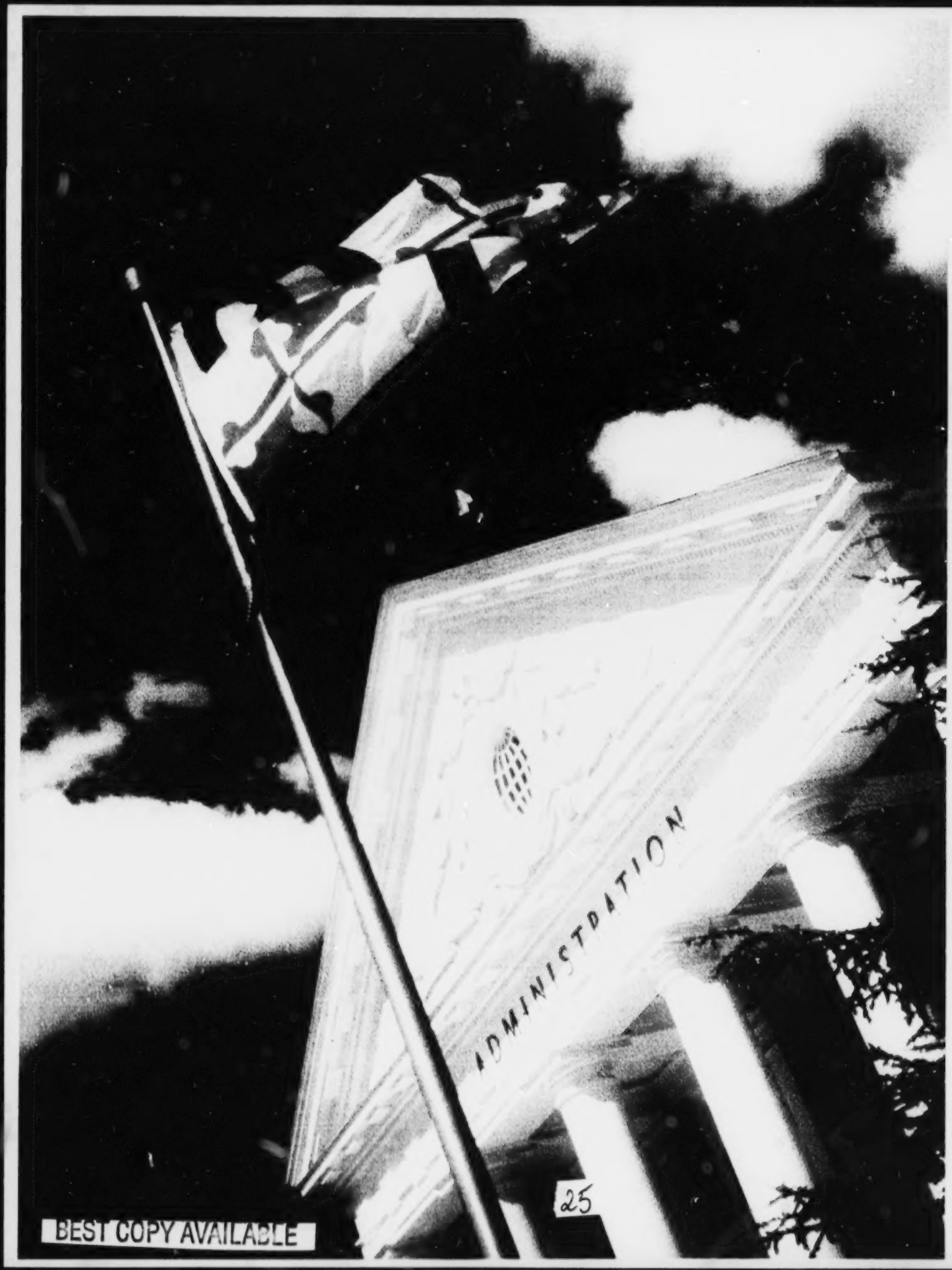
The nature of these kinds of differences in the quality and content of class discussions is as varied as our curriculum. We will always learn — in the classrooms, in the residence halls, in the pages of the student newspaper—from people who have experiences that are different from our own, whatever the experience may be. ■

Many Diversity Challenges Remain

While higher education is more diverse than ever in terms of race, ethnicity, class and age, the prognosis for the future is that this trend toward diversity will increase. As Louis Menand pointed out in an article for *The New York Times Magazine* ("Everybody Else's Education," April 20, 1997), the greatest growth in enrollment in colleges over the past ten years has been minority students: "At most schools, a diverse student body is... a fact of life."

Despite Menand's observations, anti-affirmative action decisions are threatening how universities in some parts of the country can implement diversity programming or administer financial aid. Still, the academic community does not seem to be backing away from its diversity mission but is seeking new opportunities to exercise leadership and creativity in fostering campus change. At the University of Maryland, for example, advisory programs and special workshops for entering graduate students that were once race-exclusive are now open to all students but still meet the special needs of minority students.

President William Jefferson Clinton has articulated a national vision for "One America" that resonates on many campuses. The President has said, "It bothers me that so few Americans have really thought about what this country is going to be like in twenty or thirty or forty years... The most important thing that we can do is to really make up our minds that we are going to share the future together." Nor is the President ready to end affirmative action as a means of achieving diversity, noting, "We still have some unfinished business in this country, some discrimination that we have not resolved... Those who want to get rid of affirmative action carry a heavier burden than they have yet borne to show what they are going to do to replace it, to guarantee that everybody has an equal opportunity." ■



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The University of Maryland, an Historical Summary

Evidence in the literature suggests that comprehensive institutional change in teaching methods, curriculum, campus climate, and institutional definition provides educational benefits for both minority and majority students. Comprehensive diversity initiatives, beyond their capacity to improve access and retention for underrepresented groups, are related to satisfaction, academic success, and cognitive development for all students.

Daryl G. Smith, et al. 1997. *Diversity Works: The Emerging Picture of How Students Benefit* Washington D.C.: AAC&U, vii.

How can we support the vision of "One America" articulated by President Clinton? How can we build inclusive, just, college campuses that support different institutional missions and welcome all students, faculty, and staff? There was a time in higher education when the responses to these questions seemed as simple as opening the doors to academe. Recruitment and admissions programs developed in the 1970s and 1980s provided wider access for all, regardless of race, ethnicity, gender, disability, religion, age, or sexual orientation. However, many campuses soon found that a diverse population did not guarantee a shared, diverse community. They found that a campus where diversity is supported in the classroom, on the playing fields, in the residence halls, in cultural and social activities, and in the administration's ranks, requires action, empowerment, and leadership at every campus level.

A look at Maryland's diversity history illustrates the difference a strategic diversity planning effort can make. Of the university's population of 24,454 undergraduates and 8,257 graduates (1996-97 figures), students of color comprise 28 percent and foreign students make up yet another 8 percent. African-American students account for 12.6 percent of the total student body, making up more than 14 percent of the undergraduate population and 7 percent of the graduate enrollment. Other minority groups on campus include Asian American, 11.7 percent; Hispanic American, 4 percent; and, Native American, 0.2 percent. These figures stand in sharp contrast to comparable statistics from 1987, when African Americans were only 8.5 percent of the total student population.

During the past decade, the University of Maryland has hired and enrolled more ethnic and racial minorities than ever before. The percentage of minority faculty, administrators, and staff has increased 38 percent. And although both minorities and women are beginning to appear in the most senior-level positions, the university admits that goals in this area are still unrealized. Also, as the University of Maryland has become more accommodating to students with differing physical and learning abilities, and to students of all ages, sexual orientations and national origins, the face of diversity at the university has changed to one more reflective of society.

In November 1997, President Clinton's Initiative on Race (PIR) recognized the university for its leadership in implementing diversity programs that the White House deemed successful in bridging the country's racial divide (see http://www.whitehouse.gov/Initiatives/OneAmerica/OneAmerica_Links.html). The White House also cited the university's Diversity Initiative, operated by the Office of Human Relations programs (http://www.inform.umd.edu/OHRP/), as a model for other programs developing strategic diversity planning initiatives, and gave particular praise to DiversityWeb. The Web site—a joint effort of the university and the Association of American Colleges and Universities (AAC&U)—currently profiles good practices, useful resources, and campus di-

versity initiatives drawn from all parts of higher education. Hundreds of other campuses will be added as information becomes available. The Web site also encourages administrators and faculty members to share their thoughts, viewpoints, and diversity planning efforts with colleagues via the Internet. And embedded within DiversityWeb is Diversity Newsroom, a data base of resource materials for the media offering articles, reports, surveys, news stories, and other materials highlighting the value of diversity on campus, within the workplace, and in society.

Diversity Did Not Come Easy

Why have diversity planning efforts succeeded at the University of Maryland, College Park, and floundered at other institutions? What can other institutions learn from its success?

Diversity works at the university, some people contend, because of the time, effort, and energy invested by members of the campus community, ranging from the president to the grounds crews. Others attribute success to the institution's ability to confront and weather conflict, both internal and external. Most, however, contend that both factors and more have contributed to the university's current status and recognition as a national leader in diversity learning and campus practices. The university has traveled a long and often arduous road from the segregation up to the 1950s, to its position today as an effective model for other institutions of higher education. Not every step was taken willingly or easily. As with many campuses today, the university at times found itself in the national spotlight, its internal tensions and strife exposed to the harsh scrutiny of media criticism, political wrangling, and an unsympathetic public. New leadership and redirections have at times supported, at other times contradicted, campus efforts to make diversity work at the university. But through it all, the university's leadership kept sight of its goals and acted strategically and affirmatively to move forward. Out of such efforts and determination have emerged diversity planning principles and institutional priorities that continue to guide the university today.

The University of Maryland's history illustrates the same circumstances that frame diversity challenges at many campuses nationwide. In the late nineteenth and early twentieth centuries, the State of Maryland created and supported colleges exclusively for black students, reserving campuses such as the University of Maryland, College Park, as the premier state university for whites alone. The campus was not officially desegregated until 1954, and black students remained a rarity into the 1960s. While the Civil Rights Movement and pressure from such

groups as the NAACP Legal and Educational Defense Fund gained more enrollments for black students and jobs for minority employees, an "inhospitable" campus climate persisted. Black students had a much higher attrition rate than their white counterparts. It was not until 1968-69, when the United States Department of Education's Office of Civil Rights (OCR) increased its involvement in higher education with reviews of public colleges and universities in ten states, that real change began to take place. In 1969, then-OCR Director Leon Panetta wrote to then-Governor Marvin Mandel that "the State of Maryland is operating a system of higher education that is racially segregated." The state needed to correct this problem, he said. Little was done.

Meanwhile a successful class-action suit, *Adams v. Richardson*, brought by the NAACP Legal Defense Fund, required OCR to monitor and enforce higher education remedies in the ten states under its review. In 1973, four years after its original complaint, OCR wrote to selected members of the Maryland Trustees and the Board of Regents of the university, asserting that the state was not in compliance with Title VI, which prohibits discrimination on the basis of race, color, and national origin by recipients of federal funds. As a result, the state of Maryland drafted a desegregation plan that included, among other things, a goal of 16 percent enrollment of black, full-time entering freshmen to the Maryland campus. The Office of Civil Rights found this plan inadequate, as well as several other diversity plans that the state instituted through 1978. Finally, the Maryland State Board of Higher Education created a Desegregation Task Force, which took on the task of providing goals, guides and guidelines to the university's efforts.

Leadership Turns the Tide

On May 3, 1983, then-President John Slaughter, in his inaugural address, laid down the challenge and defined the pathway to achieving diversity goals at the University of Maryland, College Park. He asked, "Are we prepared, as I think we must be, to reach out in some energetic and affirmative manner to identify, recruit, enroll, and graduate those students who in the remaining years of this century will be knocking on higher education's doors?"
His answer was uneqivocal:

> *The University of Maryland, College Park, must be the campus to which the most talented graduate and undergraduate students from this state come. We want to appeal to the 18-year-old woman with a National Merit Scholarship, the black student who is looking for a quality educational environment, the 40-year-old woman with three children, the 20-year-old man working part-time…To stress this*

The paradox was starkly apparent during those days in late May of 1995. The Supreme Court had refused to review a lower court ruling declaring our Banneker Scholarships for African Americans unconstitutional, thereby effectively dismantling this proven tool the University of Maryland had used for years to build diversity. Only days before the Supreme Court's decision not to intervene, however, the Southern Education Foundation released an exhaustive study documenting that blacks receive bachelor's degrees at substantially lower rates than whites in every one of the twelve states studied. In those states—which included Maryland—blacks represent 25 percent of the college age population, yet they represent only 10 percent of bachelor's degree recipients.

The paradox continues today. Affirmative Action efforts—efforts central to building diversity in our colleges, the workforce, and elsewhere—are alternately declared unconstitutional and upheld, challenged and celebrated.

LEADERSHIP STATEMENT

William E. Kirwan
President
University of Maryland, College Park

Such is the dichotomy of our national attitude: acceptance and denial, attraction and avoidance in dealing with the most pressing issue facing our society today, namely, assuring that all segments of our diverse population may and will be full participants as their abilities, interests, and motivation allow.

To defend our stance on the need for race-specific scholarships, the university was forced to document candidly and thoroughly our belief that the particular segregationist history of the University of Maryland had residual effects that continue to distance African Americans from the university. File boxes of testimony, documents and records were assembled—effectively, a highly public baring of our institutional soul. Our attorneys argued passionately that the Banneker scholarships were not an anachronism, unnecessary in the environment of the 1990s, but rather an essential device in increasing our acceptability to all.

In the end, the argument did not prevail, and our unsuccessful fight has since been viewed as one of the earliest casualties in a nationwide assault on affirmative action programs. We did not lose, though, in the minds of our campus community or in the minds of many of those we have worked so hard to include.

In years of intensive media coverage nationally and internationally, one of the most telling articles, in my view, was a story written by Jayson Blair, a University of Maryland student, for the Capital News Service and carried in newspapers throughout the state. Entitled "Views change about flagship campus," the article quotes people like the president of the Baltimore chapter of the NAACP, who observes, "I can say I was impressed by the stand the university took when the Banneker program was in question." Likewise, an area guidance counselor notes, "Maryland is making a big attempt to change."

It is true that the University of Maryland has changed, and is changing still. Today it stands as a more diverse community than at any point in its past. Yet, the university is not—nor should it be—an idyllic refuge from the tensions and debates that af-

fect relations across groups nationally. We do, however, offer as foundation for those tensions and debates an institutional commitment, tested by time, to hearing all voices and to accepting the divergence in values and beliefs that are an integral element of real diversity. ■

diversity does not mean that we abandon our commitment to excellence…Too often we equate the notions of affirmative action… with mediocrity. We must open our doors to create educational opportunities for a wide variety of students, and we must recognize the potential for excellence in a diverse student body.

Now is our opportunity…to make this a model multiracial, multiethnic, multigenerational community.

President Slaughter issued the challenge that planted seeds for change. As campus support grew for the value of diversity as an aspect of academic excellence, the University of Maryland's understanding of the meaning of diversity began to crystallize and expand. In addition to racial equity, fostering diversity at the university included being attentive to diversity issues related to age, gender, disability, sexual orientation, religion, social class, national origin, and ethnicity. Attention to this concept of diversity learning today permeates all aspects of campus life, from curriculum development, to faculty and staff recruitment and hiring, to student services, the Greek system, and more. Faculty committees on both undergraduate education and undergraduate women's education have made recommendations that address "chilly climate" issues raised by women students, faculty, and staff. When President William Kirwan took office he vowed to make "diversity and inclusiveness basic precepts under which the university would operate." In his inaugural address, Kirwan concluded that "At College Park, our efforts to build excellence are inextricably linked to our efforts to increase diversity. College Park must be a place where diversity is not only tolerated, but celebrated."

Through action plans and policy statements, many of which are discussed in the following chapters, the University of Maryland has created a commitment to diversity and academic excellence along three lines:

- achieving in the student body and the workforce representative numbers of groups historically denied access because of race or gender discrimination;
- creating programs of study exploring the experiences, perspectives, and contributions of various cultures, groups, and individuals to ensure that students are prepared to work, live, and lead in a multicultural world; and
- building a campus environment where tolerance and respect for all individuals are encouraged and modeled.

In 1993, the university established the Diversity Initiative, "Moving Toward Community," under the auspices of the Office of Human Relations Programs, to meet the goals described above. Initially planned as a one-day experience designed to educate the campus about multicultural issues, the program quickly grew, coordinating and supporting diversity efforts across campus and developing new activities.

The Black Student Union and United Cultures are two of the many student organizations working toward creating what I call "interactive diversity." This occurs when you have people from different groups who might not otherwise work together, working together. As president of the Black Student Union, I meet bi-weekly with other student organization presidents on campus who form an advocacy board. We discuss ways to increase intergroup activity. For example, the Black Student Union recently paired with the Jewish Student Union to sponsor a forum about hate crimes. Additionally, as United Cultures program coordinator, I have worked on the upcoming Cross-Cultural Olympics where a single team will be composed of members from at least two different student groups. Additionally, United Cultures held several town meetings for the community at large to talk about interracial relationships and cultural violence. This kind of inclusive programming is an essential tool in promoting diversity. ■

STUDENT LEADERSHIP

Naima Mera Stevenson
President of the Black Student Union
Program Coordinator, United Cultures

Institutionalized Commitment Boosts Diversity

Maryland's institutional commitment to diversity is rooted in both conviction and need. And if its past history of racial discrimination was a mark of shame for the institution, its current strong and visible commitment to diversity is, in President Kirwan's estimation, "a badge of honor for the campus."

While personal conviction and need may break the ice for initiating diversity planning efforts, success in lifting such efforts to the highest levels of achievement and visibility require two additional elements: strategic planning and strong, unwavering leadership. In *Diversity in Higher Education: A Work in Progress*, Caryn McTighe Musil and her associates note that "creating genuinely inclusive academic institutions is not a quick fix but a long-term commitment... Many academics who talk about a commitment to diversity do not always recognize the extent to which the entire university or college will need to change in order to ensure genuine equity and inclusion." The leader of the institution, in the words of one university administrator, "needs to walk the talk, and President Kirwan does that."

William Kirwan came to the University of Maryland, College Park, as an assistant professor in 1964, just ten years after the university admitted Hiram Whittle, its first African-American undergraduate. When Kirwan arrived, he recognized the estrangement of the region's African Americans from their state university, a sentiment that persisted even into the 1990s. According to Kirwan, "The schism was deep and wide, created by years of segregation, exacerbated by a halting acceptance of desegregation." One of his goals as president was to find ways to eliminate the alienation of African Americans in the surrounding communities.

Although President Kirwan warns that the role of the president "can be overstated—true commitment must be a shared responsibility," he says the president can and must exert his or her influence by setting the institution's agenda. In particular, he notes that the president shapes priorities on budget matters and on developing initiatives. The president decides to commit resources, even though the institution may not be wealthy. And through specific hiring practices, the president helps guarantee the success, or lack of it, of diversity programming. "I've hired others who share my vision," President Kirwan acknowledges, "and that has made a difference." Presidents also empower their staffs through leadership, he says, and presidents enable grass roots efforts to succeed. In addition, presidents build alliances with other key people of influence from the Board of Regents and trustees, to alumni, donors, friends, and political leaders. In short, the president sets the tone and the direction of the institution's commitment to fostering diversity or to ensuring its failure.

Research Provides the Underpinnings for Action

Still, institutional desire and social mandates alone cannot create a successful diversity plan. It also takes strategic planning supported by solid research affirming the education and societal benefits of diversity for all. Proactive efforts to increase diversity and its educational benefits have been supported by considerable solid research. Mitchell Chang, former associate dean of the College of Liberal Arts, and Alexander W. Astin, director of the Higher Education Research Institute, University of California-Los Angeles, have conducted a series of longitudinal, empirical studies to determine if a diverse student population enhances the educational experiences of white students. Among the findings reported:

- racial diversity has a direct positive impact on the individual white student; and
- socializing or discussing racial issues with another of a different racial group contributes to academic development, satisfaction with the college, increased cultural awareness, and commitment to promoting racial understanding.

Comparing the Effects of Multiculturalism and Diversity on Minority and White Students' Satisfaction with College
http://www.inform.umd.edu/diversityweb/Leadersguide/DREI/Rabstracts.html

Chang also discovered that schools with diverse student bodies share such attributes as a strong commitment to multiculturalism, greater faculty emphasis on race and gender issues in research and classroom courses, and more frequent student involvement in cultural awareness workshops and ethnic studies courses.

In a national four-year longitudinal study of 25,000 undergraduates at 217 colleges and universities, Astin found a strong correlation between positive cognitive and affective development and an emphasis on diversity learning. In the Association of American Colleges and Universities' (AAC&U) publication *Diversity Works: The Emerging Picture of How Students Benefit (1997)*, Daryl G. Smith reports:

- diversity initiatives positively affect both minority and majority students on campus;
- involvement in specialized student groups, such as ethnic residential theme houses, support centers, and academic departments, benefits students of color and others;
- despite reports of self-segregation among students of color, in reality students of color interact more with white students than the reverse; and

When Pacific University was founded in 1849 by a visionary woman, Tabitha Brown, and the representatives of the Congregationalists who had established so many prominent liberal arts colleges and universities across the United States, the economic landscape in Oregon was rural and agricultural. Gradually, this has been transformed into a rapidly developing urban extension of Portland now incorporating high technology companies and bustling suburbs. Yet the growth has been contained through urban growth planning to support prime agricultural tracts which are also abundant in the area.

Largely unrecognized and unintegrated into this social change and prosperity for almost 200 years has been the Hispanic community who yearly migrated to this area to labor in fields.

I was attracted to Pacific University because of its mission of service and education. But when I arrived in 1995, I found this small university to be mostly connected to broad social community initiatives, and I found the surrounding community similarly connected to the fastest growing population in its midst, the Hispanic community. My desire was to create visibility and connection for Pacific by linking the Anglos and Hispanic communities in a series of dialogues conducted in both Spanish and English. Through these dialogues, we would open up opportunities for connection and collaboration. We held six dialogues in 1996-97 on the history of Anglos and Hispanics in our region, on economic realities, on social concerns, and on educational opportunities. Leaders from the Hispanic community, local governments, school officials, business and public affairs as well as citizens, faculty and students came together to share resources, identify connections, and discuss common problems. Over the year more that 400 people attended these dialogues as the newspapers promoted the project in articles in Spanish and English.

LEADERSHIP STATEMENT

Faith Gabelnick
President
Pacific University
Forest Grove, Oregon

From this effort and others we have begun at Pacific, the university has been influential in opening up conversations and occasions for collaborations with a heretofore mostly ignored group. Our graduate programs are beginning to recommend or strongly require learning Spanish; our campus workers who do not speak English are being given English training on the job; our students are planning more events that engage the multiplicity of identities on our campus, and the local community is openly discussing ways to become more integrated and more multiculturally educated.

We at Pacific are recognized as a fuller participant in the community where, almost 150 years ago, we dedicated ourselves to link service and education. Our mission has found new meaning and vitality as we embrace again those who live and learn beyond the college campus. ■

- serious engagement of issues of diversity in the curriculum and classroom has a positive impact on attitudes toward racial issues, cognitive development, interaction with others who are different, and overall satisfaction and involvement with the institution.

Legal Challenges Pose Threats

Ironically, as campuses across the nation recognize the value both students and society reap from strong, visible, and active diversity initiatives, legal challenges are threatening their existence. In the 1970s, colleges and universities responded to increased social and political pressures to boost minority student enrollments in various ways. Some offered special consideration and treatment to racial and ethnic minorities who previously were victims of institutional discrimination. Some white students balked at the about-face. Allen Bakke, a white student denied admission to the Medical School of the University of California–Davis, despite having higher grades and test scores than the average student admitted under a special program for minority applicants, considered himself a target of reverse discrimination. Bakke filed suit, arguing that the UC-Davis program violated the Equal Protection Clause of the United States Constitution and the Civil Rights Act of 1964.

In its 1978 ruling on *The Regents of the University of California v. Bakke*, the United States Supreme Court determined that the government's interest in remedying social discrimination was not compelling enough to justify the use of racial classifications. Writing an opinion announcing the court's judgment, Justice Lewis Powell said that although the university's interest in achieving a diverse student body was compelling, the special admissions policy was not needed because other admissions policies would also serve the interest of diversity.

A key element in Justice Powell's argument underlies many diversity programs at colleges, universities, and other institutions today. That element is the recognition of the state's interest in "obtaining the educational benefits that flow from an ethnically diverse student body." This recognition has allowed universities to consider race as *one* of several factors that may "properly be considered in attaining the goal of a heterogeneous student body." Diversity, then, ultimately became the aim of most academic communities. Acknowledged as a cherished educational value, achieving diversity became a much broader, positive goal than an effort merely to eliminate segregation and unlawful discrimination.

Since the *Bakke* decision, court cases across the nation have addressed affirma-

tive action issues. Until recently, little has threatened programs which, as Justice Powell described, can validly use race as one of several factors to achieve a diverse student body. But perhaps the first significant court decision to signal a shift in the national legal perspective on diversity was the decision concerning the University of Maryland's Benjamin Banneker Scholarship Program.

Begun in 1979, the Benjamin Banneker Scholarship Program was developed by a faculty and staff committee to produce student enrollments more proportionally representative of the African-American population in the state. Like Allan Bakke before him, Daniel J. Poderesky, a white student at the University of Maryland, challenged the program as discriminatory. Poderesky filed suit after being denied a Banneker scholarship on the basis of race, although he met the academic criteria. A three-judge panel of the United States Court of Appeals for the Fourth Circuit determined in October 1994 that the University of Maryland did not have a legal justification to restrict scholarships by race. The ruling dealt a serious blow to the university's goal of achieving racial parity. It also put the university in the center of a national maelstrom and unleashed a media blitz. Though pressured by intense public scrutiny, the university refused to back down and pressed the issue all the way to the United States Supreme Court. The institution gave up the legal fight only after the nation's highest court declined to hear the case. Still, College Park did not abandon its goal to act affirmatively in increasing minority enrollment, a decision that eventually won it public praise.

Most recently, affirmative action programs have been successfully attacked in Texas and California. Two Michigan students have filed suit in the U.S. District Court in Detroit, charging that the University of Michigan discriminated against them in favor of African-American, Latino, and Native American students admitted with lower grades and test scores. The university countered that race was one of several factors used to select a diverse student body. Other cases may also be headed to the U.S. Supreme Court.

Almost daily, more and more legal and political developments continue to raise concerns. In July 1995, the Board of Regents for the University of California system voted to bar the system's campuses from considering race in admissions, hiring, and contracting. In March 1996, a three-judge panel of the United States Court of Appeals for the Fifth Circuit, ruling in *Hopwood v. State of Texas*, said the University of Texas Law School at Austin could no longer use race as a factor in admissions. This decision, by specifically rejecting Justice Powell's discussion of diversity in *Bakke*, poses a major threat to the way most colleges and universities have pursued affirmative action. Many contend that the best arguments for affirmative action programs promoting diversity might focus specifically on how diversity can help fulfill the unique and special mission of higher education institutions.

Whatever transpires in the courtroom, Edgar F. Beckham, the Ford Foundation program officer and coordinator of the Ford Foundation's longstand-

ing Campus Diversity Initiative (CDI), believes the diversity movement will continue to flourish: "The diversity of our colleges will grow regardless of how the debates about multiculturalism or affirmative action turn out. And diversity will continue to be an available resource that education, at all levels, can use. It is in our personal, civic, economic, and national interest to use the resource well. In higher education, there is increasing evidence we are learning how."

Diversity Blueprint Needed

Given today's complicated and somewhat unfriendly legal picture, is it possible to plan or maintain a strong campus diversity initiative? Is it worth the cost? Across the country, campus responses to this question differ: Colleges and universities unaffected by legal decisions are reluctant to pull back from their diversity programs. Administrators on campuses affected by legal challenges remain committed and determined to pursue their diversity goals within the constraints of the law. Campus leaders at some institutions are keeping low profiles, fearing they may possibly be heading to court next. All say creative solutions are needed to help with diversity planning and assessing goals and objectives that will help them weather the harsh glare of public scrutiny.

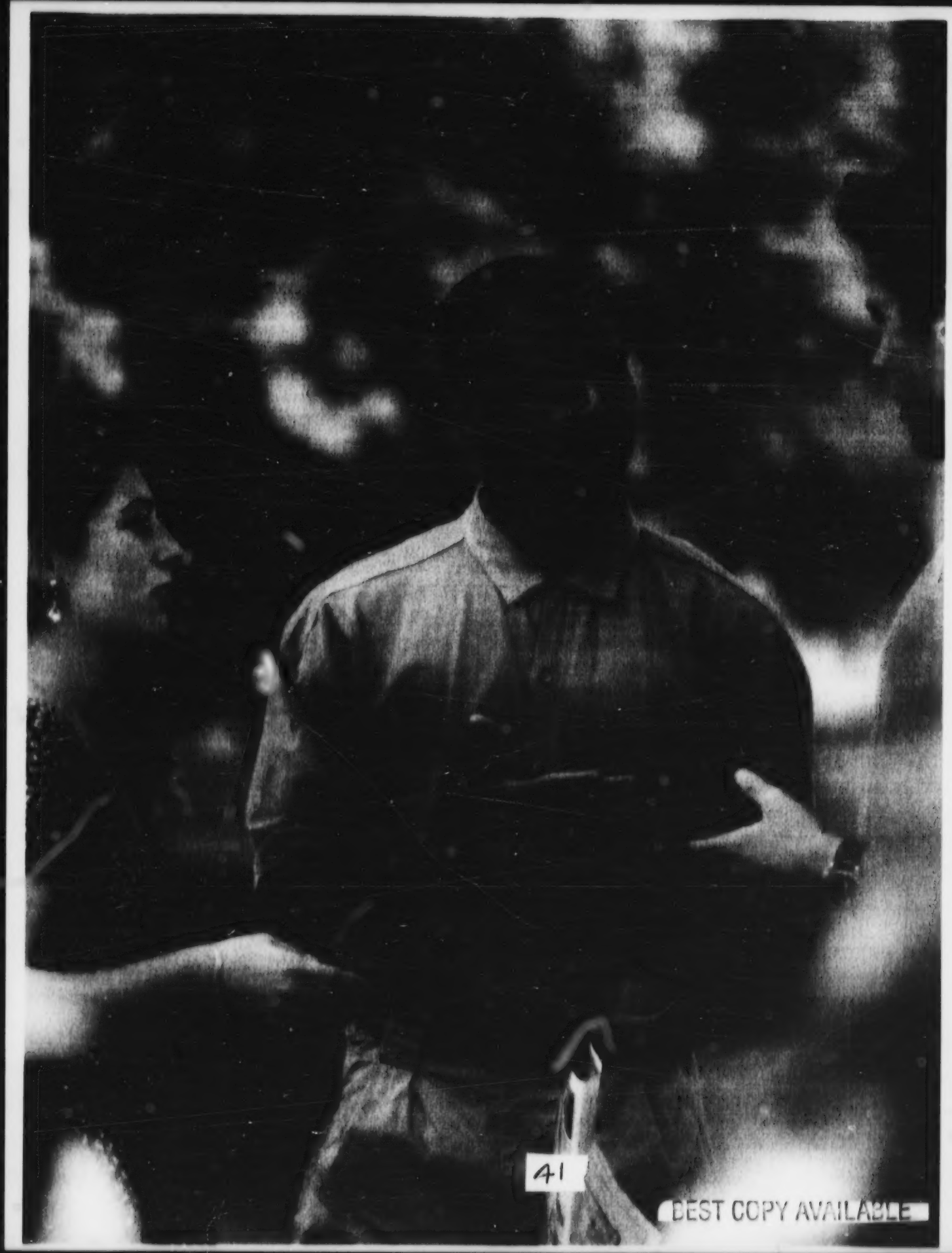
President Kirwan says, "The Banneker decision has caused us to modify a lot of programs, but as long as we can operate under the *Bakke* principle, taking diversity into account, we will be all right." In the opinion of many, however, now is not the time to lay low but for higher education to become more vocal about its commitment to achieving diversity. In May 1997, the presidents of 62 leading research universities, members of the Association of American Universities, placed a full-page advertisement in *The New York Times* endorsing the continued use of race as a factor in admissions decisions and citing the importance of campus diversity.

As a key theme for his second term, President Clinton has signaled his support for the role of the university in promulgating programs to move our society forward as "One America." In an address to the 1997 graduates of the University of California-San Diego, the President noted that "the United States must not resegregate higher education. If we close the doors on them [students admitted to colleges through the use of affirmative action], we will weaken our greatest universities, and it will be more difficult to build the society we need in the twenty-first century."

Achieving diversity may take renewed ingenuity and creativity, but most members of the public and the higher education community believe that the academy, from community colleges to graduate institutions, is more than able to

meet the challenge. While there is no single formula that guarantees success for each institution's unique circumstances, there are strategic, organizational planning principles and institutional priorities that have successfully guided the efforts of the university and others.

In this manual, five major diversity principles that have emerged in Maryland's experience will be discussed in depth. The principles are accountability, inclusiveness, evaluation, shared responsibility, and institutionalization. In the following chapters, these principles will be explored and their role in developing strategic diversity initiatives will be supported by illustrations that have addressed internal and external challenges. ■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Principles of Change

Model institutions have mission statements that celebrate diversity; administrative involvement; linkages with minority communities; strong and numerous student support services; involvement of academic departments; active recruiting of minority faculty members; training and rewards for all faculty for developing multicultural approaches in teaching and research; and a multicultural emphasis for all students.

Daryl G. Smith, et al. 1997. *Diversity Works: The Emerging Picture of How Students Benefit*. Washington D.C.: AAC&U. 44.

It is encouraging to note how the discussion of diversity on college campuses has changed over the last decade. We can start now from a different place. The urgency of responding to diversity is clear: it is obviously here now, in our communities, and, we hope, on our campuses. The business world now echoes and reinforces our commitment to diversity, recognizing its need for a well-educated work force that reflects the range of its customers. Growing numbers of faculty and students are sharing their appreciation of the intellectual richness that diversity adds to the academic experience.

LEADERSHIP STATEMENT

Robert A. Corrigan
President
San Francisco State University

Our focus can now be on strategies—for institutionalizing diversity, for dealing with the genuine academic and social issues it can occasion, for maintaining momentum, and, with affirmative action so broadly challenged, even legally rejected—for getting the message out to the communities of underrepresented students, that we still actively want them, have confidence in them, and will help them succeed.

Conveying that message of support and welcome to future students–and their families—may be one of our most important activities for the near future. Voter initiatives such as California's Proposition 209, which was widely understood to be a rejection of affirmative action, have stirred tremendous anxiety and discouragement in communities of color. I must have repeated much the same message dozens of times, to audiences ranging from potential students to our current faculty: "San Francisco State's commitment to diversity is unchanged. Diversity makes us a far, far stronger university. Join us. Work with us." We cannot say it too often or too loudly.

What counts most, of course, and what delivers our message most effectively, is creation of a campus environment that genuinely embraces diversity and makes it work. A few observations here: Diversity needs to be broadly defined. It means a campus community that is racially and ethnically rich, but it also means students with disabilities, older students, working students, single parents, gays and lesbians. Viewing diversity as a very large umbrella is both just and highly effective in winning support for diversity-minded programs and strategies.

Diversity also needs to be seen as an all-university concern, connecting with a wide range of university enterprises—strategic planning, curriculum development, teaching techniques, allocation of resources to basic skills classes, university-community joint ventures, student volunteerism, faculty, staff and administrative search strategies, student recruiting, faculty governance and budgeting.

Some specific outcomes of our attention to diversity include:

- Creation of a post which I believe has no parallel at a California public university: University Dean for Human Relations.
- Search strategies that have in recent years brought to campus a faculty group

that is 80 percent people of color or women.

- Creation of an Institute on Disability to focus on public policy and to support students with disabilities.
- Addition of Vietnamese Studies and Jewish Studies programs to others (such as our College of Ethnic Studies) which explore our nation's global roots.
- Opening of a protected, 24-hour computing and library research space so that students with work or family responsibilities can have access to these academic resources when they need it.
- Many, many links with K-12 schools—most dramatically, perhaps, the co-principalship by two SFSU faculty of an elementary school that was on the "troubled" list—and now is a success story. One of the most fruitful approaches to student diversity in the years ahead will, I believe, be a "grow your own" effort that joins us with our K-12 colleagues, as well as those in the community colleges.

I like to say that if you look at San Francisco State University, you see what affirmative action really is. We know this campus can empower people who have not had all the traditional, middle-class support that, thirty years ago, typified almost all college students. We recognize ability—and we also recognize the many obstacles that can hamper its development. And so we work hard to bring to this university college-ability students who might not have realized they were college material, or who may have been cheated of the education they deserve in bad schools, or who may be worried about whether they will find a warm campus climate.

We work equally hard to build a diverse community of teacher-scholars, because we know that education is a seamless web, and we cannot separate out the needs of our multicultural student population from the characteristics of our faculty. The same is true for administrators and for staff. We are trying to build here at San Francisco State University the kind of world we would like to see off the campus.

That, I would say, is our common goal. Tolerance, respect, and appreciation of diversity are central to that world. ■

William Sedlacek, a professor of education who conducts research on prejudice, likes to tell visitors a bit of history about his office in the Shoemaker Building on the University of Maryland, College Park, campus. "The room in which we're sitting," he notes, "is where, in 1934, Thurgood Marshall, representing Donald Murray, confronted President Henry W. "Curly" Byrd about the university's policies for admitting blacks to law school."

Murray was not admitted to the law school, just as Marshall had not been admitted many years earlier. Marshall, of course, went on to become the first African-American United States Supreme Court Justice. Yet, he never forgot the university's reluctance to break the color barrier, and neither did generations of African Americans in the Baltimore-Washington area. Linda Clement, assistant vice president for academic affairs and director of undergraduate admissions at the university, notes, "Our history of discrimination was, for many years, a major barrier to recruiting African-American students. Their attitude was passed down from their parents, who had an extremely negative view. Our challenge has been to at least move the students and their parents to neutrality, so that we can show them how much has changed."

For Maryland, five diversity planning principles have provided the structure and process to guarantee that diversity would become and remain an institutional priority. These planning principles can help any institution, regardless of type or size, create a successful diversity plan as it pays attention to principles of accountability, inclusiveness, shared responsibility, institutionalization, and evaluation.

To create a diversity plan, each college or university must first define its culture and then use those findings to set the tone to conduct needed research, determine institutional priorities, and take action. For example, an institution's mission and culture may influence how committees are formed, whom it should include, and how to achieve investment and consensus among its many constituencies.

At the University of Maryland, College Park, the five principles—accountability, inclusiveness, shared responsibility, institutionalization, and evaluation—helped set the structural development for diversity planning and enabled the university to successfully engage with the campus community, the Maryland community, and the nation, in addressing issues of diversity. Because no campus is an island, interactions with the campus, the surrounding community, and the nation will occur and affect how the members of the institution and its organizational units—such as departments—respond to internal and external pressures related to diversity. Thus, diversity programs developed by a university, while well-suited responses to the internal and external pressures of that university, may have limited applicability elsewhere. Yet, the process of using the five planning principles to create diversity programs and policies remains the same for any institution, even though the results may, and should, vary.

A brief look at the definitions of the diversity planning principles reveals how

they can help establish fundamental aspects of diversity programs at a campus:

1. **Accountability** defines the process for determining and monitoring responsibility for meeting campus needs through program development and implementation. Who will determine if an established program has met its goals? Who will manage the program? What is the reporting structure?
2. **Inclusiveness** means that faculty, staff, and students representing all dimensions of diversity will be included in programs, on committees, and in the curriculum. Does a committee on the undergraduate curriculum include members representing various ethnic groups, ages, and sexual orientations? Does an advisory committee for a new building include individuals with physical disabilities who can discuss access issues? Are students and non-administrative staff on committees?
3. **Shared Responsibility** is the belief and expectation that each campus unit from academic departments to student organizations and each member of the campus community has the responsibility to make the campus welcoming for all people. Diversity is not the sole charge of a particular office, such as human relations programs, or a particular staff member. Everyone must participate.
4. **Evaluation** provides a means for continuous feedback. It is essential to keep practitioners informed of the changing needs of the affected populations. Is a program working? Has it fulfilled its purpose? Should it be modified to meet changing needs? Are more financial or staff resources required, and do the results justify the expenditures?
5. **Institutionalization** permanently incorporates diversity efforts into the university structure. At the University of Maryland, the Diversity Accountability Implementation Plan (DAIP) permeates the university structure at all levels. The DAIP and other institutionalized endeavors such as the search and selection process for hiring faculty and staff "create a bureaucracy," acknowledges President Kirwan. As he points out, "It may make us less nimble in some areas, such as hiring, than other institutions, but having a well-defined process is a constant reminder. It keeps diversity topmost in people's minds."

For embarking on campus-wide, systemic change, the diversity principles (accountability, inclusiveness, shared responsibility, evaluation, and institutionalization) can help planners research problem areas and set institutional priorities. Planners who worked on diversity efforts at the university also offer the following tips to help institutions with their planning process:

- Change takes time. Experts say it takes at least five years for systemic change to be firmly grounded in a society.
- Assess institutional priorities for diversity. Determine where the institution is now, and decide where it wants to go. Setting priorities can help an institution identify specific programs and actions needed to achieve change.
- Each institution does have the skills to address change.

- People resist change because they are comfortable with what they know, imperfect as it may be.
- Naysayers, cynics, and pessimists emerge in any change process. Listen to them and learn. They may have valid points of view and valuable insights for crafting a successful program.
- Don't be afraid to identify and use resources both inside and outside the organization. Vital work occurs when different groups and interests collaborate to create both personal and organizational self-interest in the diversity process.

Setting Priorities Determines a Course of Action

Research leads the way to establishing institutional priorities. The five priorities that need to be addressed by an institution undergoing diversity reform are leadership and systemic change; recruitment, retention, and affirmative action; curriculum transformation; campus-community connections; and faculty, staff, and student involvement. Setting priorities and using the five diversity planning principles will also maximize chances for achieving success.

At the University of Maryland, initial research revealed two priority areas that became the focus of attention in the university's earliest diversity efforts: race and gender. The research, in turn, led to a more detailed list of institutional priorities to include in the change process, and the implementation of structures to address those priorities.

Institutional priorities singled out by the university were

- recruitment and retention of a diverse student body, faculty, and staff;
- curriculum transformation to accommodate concerns of gender and ethnicity;
- faculty, staff, and student involvement in the creation of a diverse campus; and
- student experiences on campus.

Change, Process, Structure: Diversity Accountability and Implementation Plan

Institutional Statements and Plans
http://www.inform.umd.edu/diversityweb/Leadersguide/ILSC/

As diversity initiatives multiply on a campus, the framework might prove unstable unless it is held together by a well-engineered system of "nuts and bolts." At the University of Maryland, the function of providing institutional stability for diversity planning is filled by the Diversity Accountability and Implementation Plan (DAIP), a fully institutionalized, campus-wide diversity program that began as the Diversity Incentive Fund (DIF Proposal). The premise of the fund was to accelerate diversity efforts by providing support for individual units that had made progress towards achieving stated diversity goals.

It was believed that DIF would have accelerated the university's progress in a number of ways. The fund:

- provided the incentive for individual units to pursue diversity goals in their hiring and student recruitment drives;
- provided the incentive for search committees to reach out to minority communities far more aggressively than any imposed affirmative action procedure could require;
- served as a flexible tool for promoting and assessing diversity efforts. If the campus was making insufficient progress toward its diversity goals, incentives could be increased. If adequate progress was being made in some areas and not in others (faculty hires versus student recruitment, for example), campus leadership could reassign funds to the inadequate progress areas in the following year;
- created freedom from reliance on the uncertain allocation of new lines to the campus;
- provided a strong incentive to retain minorities and senior women as well as to recruit them; and
- rewarded the complete diversity performance, past and present, of a unit.

The two most critical questions for designing a diversity incentive fund are:

1. How will the fund be financed?
2. How will each unit's diversity performance be determined and evaluated?

"The idea was to hold back 1 percent of the unit's budget, asking those units to then come up with plans to promote diversity that would enable them to get back that 1 percent, and perhaps more," recalls Ray Gillian, special assistant to the president. "Unfortunately, the plan was drafted during a time the university was

going through overall budget rescissions, so the concept was reformulated."

What emerged was the Diversity Accountability Implementation Plan, the foundation on which diversity planning rests.

Creating the DAIP Involves Key Steps

If the five diversity planning principles and institutional priorities are the skeletal framework of diversity planning, the DAIP is the foundation on which the framework rests. "The idea of the DAIP is very much in keeping with the concept of success reached by effective leadership from the top down, coupled with strong efforts from the bottom up," says Gillian. "The university establishes institutional campus-wide diversity goals, each college sets its goals, then the departments devise the plans for achieving those goals, which become the college's plans. Those plans, in turn, create the university-wide plan to meet diversity goals." Gillian recommends these key steps in establishing a similar plan:

Obtain institutional leadership. At the university, the plan was presented to the president's cabinet, which represents both the academic and non-academic sides of the university. The cabinet vetoed the initial DIF proposal but endorsed the re-worked DAIP.

Decentralize the opportunity to contribute. Notes Cordell Black, assistant vice president for academic affairs, placing decision making in the individual campus units makes sense,"because they can most readily discern the most promising diversity opportunities as well as how best to use their creative energies to realize those opportunities."

Develop an evaluation structure to monitor progress. Black notes that the evaluations conducted by his office keep the DAIP's integrity intact.

Utilize the organizational structure to facilitate accountability and evaluation goals. There should be accountability at each level for carrying out the DAIP, from department directors and chairs to deans to vice presidents and the president.

Ensure that there is adequate administrative support for the DAIP within each major university unit (college/school or vice presidential area). At the University of Maryland, College Park, the equity administrators, representatives from various colleges, fulfill this role.

My campus is in the whirlwind of major shifts in racial demographics and student enrollment patterns. African-American students constitute 34 percent of my Fall 1997 enrollment; fourteen years ago, that statistic stood at 18 percent. In Fall 1983, St. Louis Community College at Florissant Valley enrolled 12,495 degree or certificate seeking students taking 89,719 hours in college credit courses. In Fall 1997, student enrollment stands at 7,317, a 41 percent decline over a fourteen year period. The total decline in credit hours produced amounts to 35 percent over the same period.

A plethora of demographic changes and events can be identified as contributing factors in the enrollment decline. Until my arrival as president in February, 1995, the campus community was content to bemoan the precipitous drop in enrollment, the threat to resource allocations that this decline presaged, and the anxieties experienced by some in adjusting to a more multicultural student body.

LEADERSHIP STATEMENT

Irving Pressley McPhail
President
St. Louis Community College
at Florissant Valley*

With a commitment to the integrated planning model (strategic plan, operational plan, results management) and experience in utilizing campus-based planning as a catalyst for the transformation of campus culture, I immediately established a President's Task Force on Enrollment Management, broadly representative of all campus employee groups and students, and charged the group with designing a campus enrollment plan to influence the size, shape, and characteristics of the Florissant Valley student body by directing institutional efforts in marketing, recruitment, admissions, financial aid, academic advising, institutional research, orientation, retention studies, student services, and diversity.

Subsuming the campus diversity plan within the enrollment management philosophy has served to focus attention on diversity, institutional effectiveness, and academic excellence as complementary and compelling goals. The Diversity Plan embraces campus inclusiveness and participation by addressing such issues as campus climate, curriculum reform, faculty/staff/student recruitment and retention, assessment, and staff development.

We have come a long way, but we still have a long way to go. We have halted the decline in headcount and credit-hour totals for on-campus enrollment. We continue to experience growth in the percentage of African-American students in our student body. The challenges before us today are to document student learning and to produce ever greater and more sophisticated student learning for all students. ■

*Currently Chancellor of the Community Colleges of Baltimore County.

The DAIP Allows for Structure and Flexibility

In November, each of the university's thirteen schools and colleges submits its DAIP to the assistant vice president for academic affairs. The plan reports:

- progress in meeting the goals of the past year,
- future goals,
- curriculum development efforts,
- the number of courses addressing diversity, and
- programming, past and future (speakers, etc.), that foster a positive climate for diversity.

Each college has a departmental representative on the Equity Council, to discuss and exchange ideas.

The process operates similarly in the vice presidential areas. By November 1, each vice president submits a report to the president evaluating the efforts for his or her division for the past fiscal year and describing plans for the coming year. An activity form attached to each report provides information on

- target area
- target population
- nature of the goal
- status of activity (e.g. recruitment, retention, planning)
- projected costs (personnel, operations)
- number of students or others likely to be served by the activity
- persons responsible for conducting the activity
- description of the activity and the intended outcome
- persons responsible for monitoring or evaluating the activity
- description of monitoring or evaluation methodology.

The plans of the vice presidential divisions consist of a compilation of the plans drawn up by individual units and approved by the relevant vice president. Units seek "maximum participation" of staff members at all levels of the planning process.

University of Maryland administrators say the DAIP plays a vital role in meeting diversity goals. Warren Kelley, executive assistant to the vice president for student affairs and director of Planning and Research, reports that it is an invaluable aid to increasing student retention and professional staff diversity, as well as to enhancing the campus climate. Overseeing an area that includes food service, student housing, and career counseling, Kelley says his division's efforts "affect the entire student environment." Since research has shown that students who take part in co-curricular events and activities are more likely to stay, programs are developed to ensure par-

ticipation by students from all communities on campus, and are reported in the DAIP. "By hiring more women professional staff and changing their programming in campus recreation services," he says, "the fitness centers have changed the facility from one that campus women considered male-dominated and unwelcoming in the past to one enjoyed by all students. This helps increase the likelihood that women will stay on campus."

According to Kelley, the DAIP is an especially strong example of the principle of accountability. "Leadership can hold its managers accountable for only so many things," he notes. "One of the keys to achieving diversity is to get the leadership to agree that diversity should be one of those priorities; then they have to hold their departments accountable."

The way the DAIP is implemented, adds Kelley, provides a way to assess diversity performance measurements, since it is a unit-based system and, therefore, customized to each unit's needs. Leadership establishes broad goals, but unit managers design individual performance objectives to fit their areas. In the process, he notes, units become more vested in the progress and success of diversity when they have set their own goals and a process for achieving them. Finally, he points out, the DAIP provides a way for units to let others know about their diversity efforts and gain public recognition.

Despite Success, Some Problems Remain

While Maryland administrators agree that the DAIP has been generally successful, evaluations indicate that there are still problems to be resolved. They include:

1. Inadequate reporting. More feedback is necessary from higher levels to lower levels. "The process is time consuming," notes Assistant to the President Gillian. "We need to tell departments that they are doing a good job and that someone is paying attention in a better way."

2. A lack of priority status, especially on the academic side. Assistant Vice President of Academic Affairs Black worries that the DAIP is not a priority in some colleges. "We need to provide feedback to the reports in a more timely fashion, and the schools need to be more timely on their end. The office of the provost is emphasizing to the deans the importance of these reports, and that should help."

3. A lack of personal incentives. The DAIP should be connected to merit increases. According to Black, it would be helpful to tie more financial incentives to the DAIP, as originally envisioned. "Three years ago, if you recruited one di-

The commitment to creating vital, pluralistic communities throughout the fourteen universities of the State System of Higher Education in Pennsylvania is clearly stipulated in the system's equity plan, *Excellence and Equity*. This copyrighted document is a multiyear, multifaceted organizational change strategy unanimously approved by the system's Board of Governors in 1994. Thus, it is official system policy. Not only does the plan enjoy the complete support of the board, but the Commonwealth's administration from both major political parties has and continues to approve a dedicated line item in the annual appropriation to support the plan's ongoing implementation.

As perceived by our system, diversity is an essential step in achieving the type of community that is our ultimate goal. The state system fully concurs with the American Council on Education that certain defining aspects of a diverse university are central to any meaning of diversity. Paramount among these are the presence of persons from groups previously excluded from full participation in higher education, as well as the full support of the campus in providing a supportive community environment that values such participation.

LEADERSHIP STATEMENT

James H. McCormick
Chancellor,
State System of Higher Education
Commonwealth of Pennsylvania

Our pursuit of these goals is a full-court-press effort which includes outreach, enhanced access and retention efforts, personal and professional development opportunities, affirmative efforts to attract a diverse student population, faculty, and administrative workforce, and ongoing review and analysis of these efforts to build on momentum gained and lessons learned. Our commitment is not based on doing something for any particular group. Rather, it is something that we do because we recognize that diversity enriches our universities and the higher education process.

We are particularly proud of the numerous partnership programs that have developed out of this commitment. Some of these are between individual member universities and secondary schools. Others are system-wide and involve entire school districts. One of the latter, known as the Philadelphia Partnership, is producing dramatically positive results for the participating students from the District's twenty-two neighborhood high schools. Other partnerships work collaboratively with state agencies, such as the Department of Labor, to enhance educational opportunities for the economically disadvantaged, thereby helping them to break the cycle of poverty. Still others specifically address the special needs of students with disabilities, which has become the most rapidly growing constituency in the state system.

The law directs the state system of higher education to provide a quality education at the lowest possible cost for the citizens of the Commonwealth. This mission is interpreted to mean *all* the citizens. As we strive to ensure that no identifiable group is left unserved or underserved in terms of opportunities for higher education, we find that our efforts constitute a win/win game. Diversity is a central component of the value added through the experience of higher education, because it represents a unique opportunity for each member of the university community to live and work with people who are different than himself or herself. By virtue of such experience, they are better prepared to be knowledgeable, contributing members of the world society. ■

versity candidate with your own dollars, we would provide a line to recruit another within the next two years," he recalls. Budgetary restraints prompted the discontinuance of this program. "We would like to see the units allocate a greater part of their budget to diversity efforts, and we need to find a way to encourage this," Black concludes.

There is some dissension, however, on the issue of financial incentives. President Kirwan takes a guarded approach to their value. He comments, "There are simply not enough dollars in our budget. If you rely only on (financial) incentives to get people to cooperate, you will run out of funds. I think the key is to help departments that identify outstanding men and women as part of the regular search process. We want to have the flexibility to support units that have shown good initiative, rather than applying a formula." ■

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Additional Leadership Efforts and Change

Comprehensive commitment to the value and significance of campus diversity is a key, the research suggests, to the effectiveness of diversity initiatives. This commitment must pervade the institution from senior administrators through faculty and staff; it must be both communicated and demonstrated to students. It cannot be solely the work of the student affairs staff, a small group of faculty, or those who are directly served by diversity programs. Students have alert antennae that readily distinguish between lip service and pervasive values.

Daryl G. Smith, et al. 1997. *Diversity Works: The Emerging Picture of How Students Benefit*. Washington D.C.: AAC&U, 39.

At least twenty-five commissions, committees, and campus offices have direct or indirect responsibility for improving the campus climate and promoting equity in employment and education at the University of Maryland, College Park. These, too, are important facets of the diversity framework (see Chapter 5). President's commissions, because of the source of their establishment and authority, can be especially useful in addressing problems that do not fit into any one office's direct administration or responsibilities.

Office of Human Relations Programs Focuses on Campus Environment

While commissions and task forces are important elements in addressing issues and in building diversity initiatives from the bottom up, the University of Maryland has established the Office of Human Relations Programs as an institutional response to creating a campus climate conducive to diversity. The office is the focal point for campus programs and activities promoting diversity, and it oversees the Diversity Initiative recently singled out for praise by the White House.

Director Gladys Brown says, "We provide leadership to the entire university community in such areas as sexual harassment, affirmative action, recruitment, retention, race relations, conflict management, teaching effectiveness, and organizational development. We offer direction, advocacy, coordination, and program planning."

The office began in 1968 with one professional and one clerical staff member and a mandate to focus on African-American issues. Later, the charge was expanded to include gender issues, but it remained narrowly focused until President John Slaughter's tenure in the 1980's. As its mission expanded, so did campus demands for its services. "We went through a period when we were constantly responding to demands rather than leading and developing vision and support," recalls Gloria Bouis, associate director. "As a result, we surveyed campus leaders to determine how we could better serve them." Among the changes that resulted were the creation of the Diversity Initiative, the establishment of an advisory board, and the formation of a steering committee to help implement the Diversity Initiative.

"The Diversity Initiative seeks to make diversity a normal part of campus life," says Brown. The initiative's mission is "to build a more inclusive community grounded in respect for differences based on age, race, ethnicity, gender, religion, disability, sexual orientation, marital status, political affiliation, and

national origin." To that end, the Initiative has taken several steps:

1. Emphasizing accountability: The president's cabinet funds only the initiative's programs, not staff time. Program reports are submitted to the cabinet on a regular basis. The advisory board, chaired by the director of the office, is composed of top-level administrators who offer the Initiative credibility and prestige, as well as an expanded vision.

2. Evaluating the climate: The office retained experts to conduct a campus climate survey of students. About 600 out of 1,000 students responded to the mail survey and follow-up telephone calls (used to increase the response rate). Student workers helped keep the total survey cost, from design to analysis, at about $5,000.

3. Recognizing inclusion: A diversity recognition awards program honors faculty, staff, and students for outstanding contributions to diversity at a public event in the spring. The office works with campus and student media to ensure coverage of all campus diversity activities.

4. Institutionalizing the process: The steering committee fills this function and performs most of the work for the initiative. The group consists of the subcommittee chairs, co-directors, and support staff. It is, says Brown, "large enough to encompass various views on campus and small enough to get a lot of work done."

5. Sharing responsibility: Members of the Office of Human Relations Program serve on the steering committee, while faculty members provide the expertise to do research affecting diversity on campus. The faculty relations subcommittee will offer a $4,000 research grant for which faculty members may submit applications for their proposals or projects. Budget allocations are also made to other subcommittees to facilitate their work, with funding frequently shared between the Office of Human Relations Programs and the president's office. Thus, the public and media relations subcommittee used its funding to produce a video on the Diversity Initiative for use on and off campus. Among other subcommittees are those on staff relations, student outreach, Diversity Database, and evaluation.

The training circle is an innovative part of the initiative that enables student volunteers to train others in issues of diversity, thus relieving the Office of Human Relations Programs of responsibility for having to conduct all diversity training. The circle currently has a part-time staff member who devotes about 20 to 30 percent of her time to the work as coordinator. The initiative constantly seeks to recruit new members, maintaining databases of interested colleagues on listservs, sending annual letters seeking representatives to deans, directors, and department chairs, and advertising in the student newspaper.

Diversity Tip

Gladys Brown, director, office of human relations programs, offers these tips for implementing a diversity initiative program on campus:

1. Choose multiple co-directors for the initiative because of the multiple responsibilities and complexities of the program. To promote maximum shared responsibility, make sure that at least one co-director is not a member of the administrative office overseeing the initiative.
2. Provide administrative support and reward for volunteers.
3. Do not wait for money, staff, or resources to begin. Says Brown, "You'll never have enough. Instead, seek partnerships on and off campus to compensate for a lack of resources."
4. Make sure that those who are even marginally interested are given the opportunity to participate in a range of activities.
5. Begin with small events and ensure their success before moving on to larger functions.
6. Conduct a needs assessment to ascertain needs and priorities.
7. Establish a good working relationship with the campus public relations office or news bureau to promote diversity efforts within and outside the campus community. ■

Beginning in 1986, our Colleges of Engineering and Science at Cal Poly-Pomona started a program—called the Academic Excellence Workshop — to help underrepresented minority students increase their chances of succeeding academically in their majors. The program was based on an approach developed by Uri Treisman at the University of California-Berkeley to improve the performance of African-American and Hispanic students in college-level mathematics. It consisted of having small groups of students solve mathematics problems together in workshops led by facilitators (at Cal Poly-Pomona, the facilitators have been advanced undergraduate students). This peer-study group approach proved to be a far more efficient way for students to learn mathematics and highly successful in helping African-American and Hispanic students succeed in college-level mathematics.

LEADERSHIP STATEMENT

Bob H. Suzuki
President
California State
Polytechnic University–Pomona

Treisman's approach was extended at Cal Poly-Pomona to help underrepresented minority students majoring in mathematics, science, and engineering succeed not only in their mathematics classes but also in their engineering and science classes. From the beginning, the emphasis was on achievement of academic excellence, not remediation. Various evaluation studies conducted at Cal Poly-Pomona over the last several years have clearly shown that the Academic Excellence Workshop has had a dramatic impact in improving the performance and persistence of underrepresented minority students in science, engineering, and mathematics. When workshop participants have been compared with minority non-workshop participants with nearly identical entry characteristics (SAT scores and high school grade point averages), their GPAs have been found to be as much as two points higher, and their retention rate has been found to be nearly twice as high. In fact, the average GPA of the workshop participants has been found to be equal to or greater than that of white and Asian-American students. Other institutions around the country that have applied the workshop model are finding similar results.

The demonstrated success of the Academic Excellence Workshops has led to the development of similar programs in other disciplines in the university. In fact, each of the eight colleges and schools now conducts discipline-based educational equity programs. Although the approaches being used vary, they are based on helping underrepresented minority students achieve academic excellence. Furthermore, the National Science Foundation provided a $5 million matching grant to the California State University system to replicate the Academic Excellence Workshop program on seventeen other CSU campuses. These campuses have experienced similar success with the workshop approach.

Some of our faculty who have been participating in the program have integrated the workshop approach into their regular classes because it has been found to enhance the learning of *all* students, not just underrepresented minority students. In fact, our experience at Cal Poly-Pomona indicates that approaches which enhance the education of underrepresented minority students can enhance the education of students in general. Thus, I believe as we develop new approaches to teaching and learning that are more effective for our increasingly diverse student population, all of our students will ultimately benefit.

I believe institutions of higher education must demonstrate that they are not promoting diversity for its own sake, but that diversity can be directly linked to the achievement of academic excellence and can lead to the enhancement of the education of all students. The Academic Excellence Workshop is an excellent example of such an effort. ■

Ford Foundation Grant Expands Initiative

Thanks to two grants from the Ford Foundation, totaling $1.4 million, awarded on the basis of the initiative's success, the University of Maryland, College Park, and the Association of American Colleges and Universities have been able to create these programs to augment the Diversity Initiative:

1. DiversityWeb (http://www.inform.umd.edu/diversityweb/) is an electronic resource directory of the diversity efforts of 300 campuses, organized around these priorities: institutional vision, leadership, and systemic change; recruitment, retention, and affirmative action; curriculum transformation; faculty and staff involvement; student experience and development; campus-community connections; diversity research, evaluation, and impact; political, judicial, and legislative issues; and making diversity news. The Web site links to the diversity home pages of colleges and universities nationwide.
2. *Diversity Digest* (http://www.inform.umd.edu/Diversityweb/Digest/) is a quarterly newsletter with a circulation of 10,000. It is also available online.
3. Diversity Database (http://www.inform.umd.edu/diversity[RTF bookmark start: _Hlt412460743])[RTF bookmark end: _Hlt412460743], a university on-line resource, complements the Ford Foundation-funded projects. It contains campus, local, national, and international academic material relating to age, class, disability, ethnicity, gender, national origin, race, religion, and sexual orientation.
4. Diversity Newsroom (http://www.inform.umd.edu/diversityweb/NewsRoom/) is a Web site offering reporters information about higher education's role in influencing diversity in academe, in the community, and in the workplace. It covers five main areas in which reporters have indicated they frequently seek information: campus access, including hiring practices, admissions, retention, affirmative action, and related policies; curricula; trends in campus life, learning, climate and leadership; the campus and the public; and research. In addition to summarizing material from reports, articles, surveys, and polls, the newsroom offers a list of experts and a feedback section.
5. *Diversity Blueprint* (http://www.inform.umd.edu/Diversityweb/Manual/), a planning manual for colleges and universities.

Diversity, A Catalyst for Growth and Academic Excellence

DiversityWeb: Institutional Vision, Leadership, and Systemic Change
http://www.inform.umd.edu/diversityweb/Leadersguide/ILSC/
Campus Climate and Culture
Prejudice and Discrimination on the College Campus. This document from the Higher Education Extension Service Review provides a useful synthesis of broad conceptual issues related to prejudice, integration, and desegregation.

"Diversity," says Paula Brownlee, past-president of AAC&U, is "largely about enabling all of our students to move far beyond mere access into acceptance into full membership in the campus community.... Now we must go further and come together collegially across the multiple boundaries that separate" (*Liberal Education*, January/February 1991).

Whether on a college campus or in society, diversity has many faces, and it appears in many guises. For a female housekeeping employee, diversity may mean the opportunity to apprentice for a better-paying and more prestigious trade. For a forty-five-year-old returning male student, it could be a welcoming and supportive atmosphere inside and outside the classroom. For a young woman studying engineering, it might be having a male professor describe engineering concepts in gender-neutral language. For those who heard Joel Buzy recount his story at the university's 1997 commencement ceremony, diversity may be embodied in the unconquerable will of one individual grateful to embrace every opportunity and self-help service that will enable him succeed.

The history of diversity efforts at Maryland should give every institution struggling with diversity challenges on their campuses courage to hope that progress will be made and problems overcome. It should instill in each campus the belief that campus diversity efforts are not only worthwhile for diverse people but essential for all people on campus.

The campus is no utopia. Tensions exist in homogeneous environments as well as diverse settings. At times diversity efforts seem to progress, taking two steps backward to move forward. Fragile gains are sometimes easily overturned by conflicts from within or legal assaults from without. And the competition for scarce resources to support all kinds of programs is an everyday reality. But if Maryland's renaissance teaches nothing else, institutions seeking to make diversity an institutional value of their campuses can take heart in the enormous social, cultural, and academic gains that have transformed the university from a

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segregated community into a global village. Using this manual, campuses can appropriate the diversity planning principles and priorities that have guided change at Maryland and that surely provide them with the tools for their own transformations.

Institutions struggling with inglorious pasts, and possibly even shameful presents, can also take comfort in knowing that the university that denied Thurgood Marshall admission and failed to consider the human rights of peoples from diverse racial, ethnic, and religious backgrounds was in time exonerated. It has become a campus that emphasizes, with equal attention, its accomplishments in academic excellence and its gains in diversity planning, both providing building blocks for institutional greatness and tributes to academic achievement. ■

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5

Recruitment, Retention, and Affirmative Action

Those methods that have proven most responsive to student needs are ones that have stressed the need for institutional structures and programs to be changed or designed to meet the needs of new students. Campuses cannot expect to be successful in retaining new students if the institutional status quo remains.

Daryl G. Smith, et al. 1997. *Diversity Works: The Emerging Picture of How Students Benefit*. Washington D.C.: AAC&U, 22.

Diversity Tip

Presidential commission chairs and members offer this advice to those seeking to maximize the effectiveness of similar bodies:

Inclusiveness—Assemble a group that is large enough to have all forms of diversity represented, but not so large that business cannot be conducted. Generally, 15 to 25 members is a good range.

Encourage dissent and debate, but follow parliamentary procedure to keep discussions focused.

Shared Responsibility—Consider incentives for volunteers. Getting sufficient faculty representation is a constant problem. Provide people, especially junior faculty, with incentives and support for serving.

Sell ideas to campus leadership that the commission generates. For example, sound out a suggestion from the commissions with various campus leaders and maybe even seek legal advice. The next step is to secure support for the idea and then present it to the president. The media, including student press, can also help build support.

At the University of Maryland, there are four commissions for improving the campus climate and promoting equity in employment and education. Some were initiated directly by the president; others resulted from individuals asking the president to consider a commission. In general, notes Assistant to the President Gillian, president's commissions are most effective when:

- The administration sees the commission as assisting the president.
- Members are talented and high profile, including those from the affected community (e.g. those with disabilities serving on the Commission on Disabilities), as well as faculty and staff from all segments of the campus community.
- The chair is a faculty member who is widely respected by his or her peers and seen as fair and objective.

At the university, both the commission chair and all members are appointed by the president. The budgets for such commissions are usually small with staff time the major cost. The commissions are monitored, and results are evaluated. A commission remains in place as long as there is a perceived need, and the commission is working effectively.

A look at the four presidential commissions—The President's Commission on Disabilities, The President's Commission on Lesbian, Gay, and Bisexual Issues, The President's Commission on Women's Issues, and The President's Commission on Minority Ethnic Issues—provides insight into the value and impact such advisory groups can have on campus climate.

Disabilities Commission Removes Barriers

Society for Disability Studies Links

http://www.inform.umd.edu/diversityweb/Leadersguide/CT

"Disabled students want to be free agents in the marketplace," says Vivian Boyd, director of the counseling center (http://www.inform.umd.edu/CampusInfo/Departments/Counseling), who has additional responsibility for the Disability Support Service. "Part of our job, in addition to making this a hospitable and accessible campus for students with any sort of disability, is to get them ready to succeed in that marketplace." At Maryland, the President's Commission on Disabilities is designed to help facilitate that process. In the view of Nan Ratner, associate professor of the department of hearing and speech sciences and chair of the commission, the structure is a workable one, but one that can be improved. "We need to remove barriers that are both economic and prejudicial for students with disabilities," says Ratner.

In addition to Ratner and her assistant, the commission's membership includes thirty-two faculty, staff, and students. Representatives have been sought from all major university units, from athletics and physical plant to the academic departments and residential life. In fact, anyone interested can generally be appointed to the commission; new staff members are especially welcome. In general, notes Ratner, when an individual finishes his or her term of service, an effort is made to find another representative from that person's unit. The make-up of the group is diverse, as are the problems and issues it may be called upon to handle.

One of the commission's most significant recent accomplishments is the publication of *Reasonable Accommodations: Teaching College Students with Disabilities* (http://www.inform.umd.edu/CampusInfo/Committees/PCDI/RA/), a guide for faculty and staff.

Diversity Database Resources
http://www.inform.umd.edu/EdRes/Topic/Disability/
Disability Directory
The Disability Directory is a combination of newsletters, articles, resource guides, current laws, courses, upcoming conventions, and educational programs that benefit those who are physically impaired.

Evaluation—Do not consider a proposal dead if it is rejected. If the commission feels strongly about an issue, members should work with the proposal and resubmit it.

Constantly monitor and evaluate the campus climate, and make this a significant part of an on-going agenda. Commissions have an important data-gathering function.

Act as an independent body. Investigate the president's office, if it seems necessary.

Accountability—Hold meetings, even if there is no agenda aside from standard issues. Issues always arise. ■

New Commission Addresses Lesbian, Gay, Bisexual and Transgendered Issues

The challenges and history have been quite different for the newest presidential commission, the Commission on Lesbian, Gay, and Bisexual Issues. According to Luke Jensen, lecturer in the school of music and chair of the commission, activism in the area of sexual orientation on the University of Maryland campus can be traced back to 1969, when the first gay student association was established. The group sought official status and funding from the Student Government Association(SGA). SGA approved the request, but approval was overturned by the university's Board of Regents, resulting in a lawsuit. SGA brought and won its suit against the Board. "This was a landmark case for gay rights on college campuses," recalls Jensen, "and it blazed the trail for campus recognition of the gay students' concerns."

For faculty and staff, however, the issue remained "in the closet" until 1990,

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It is true that the University of Maryland, College Park, has taken some steps in acknowledging diversity when it comes to lesbian, gay, and bisexual issues, but we have to remember that those efforts were brought about with some student media pressure on the administration. Without the newspaper stories, most students might not have had any idea about the various needs of LGB campus members. The president's commission on lesbian, gay, and bisexual issues was an important step, but getting a resource center and domestic partner benefits are much more vital. Those deal with real-life, day-to-day tangibles, and the student alliance and faculty-staff association have been trying to make that point.

STUDENT LEADERSHIP

Steve Kalathas
1996-97 President
University of Maryland Lesbian, Gay, Bisexual Alliance (LGBA)

Both groups worked closely in drafting the proposals, but the students were shut out of the critical decision-making process once the administration was deciding what to do. The administration only called the faculty-staff association, leaving us to wonder what happened. Perhaps if we had tighter connections with the faculty-staff group, we would have known what was going on even if the administration wanted to ignore us. Based on that, I would advise other student groups to not only keep pressing their administration about the issues they want heard, but to also really get to know their faculty-staff organization. Solid connections can only help in the future. ■

when the first organization for lesbian, gay, and bisexual faculty and staff was founded. "In the early days, this group met in a secluded room, as most members did not want others on campus to know of their sexual orientation," says Jensen. Gay faculty and staff complained of unpleasant incidents and numerous instances of insensitivity displayed by others.

Meanwhile, the university was making efforts to become, at least in official statements, more inclusive of the lesbian, gay, bisexual community. The Office of Human Relations Programs submitted several unsuccessful proposals to have "sexual orientation" included in the university's Human Relations Code (gopher://umdacc.umd.edu/00V1100B). With considerable prompting by the lesbian, gay, and bisexual faculty and staff, the code was amended in 1992 to add sexual orientation. The 1995-96 Diversity Initiative included material on sexual orientation in its programs and World Wide Web pages.

While the Lesbian, Gay, and Bisexual Faculty and Staff Association (LGBFSA—http://www.inform.umd.edu/CampusInfo/Committees/Assoc/LGSF) became more visibly active, it gained particular recognition for its efforts to promote domestic partners benefits, a topic that has gained increased attention in the American workplace. The association's proposal would have extended university benefits to the unmarried domestic partners of employees. Though this change would cover both homosexual and heterosexual couples, it has been perceived by many as a gay rights issue.

The faculty-staff association and student alliance proposed the formation of a task force to study the campus climate and make recommendations for improvement. Although the president, who had been praised by association members for his general receptivity, met with the group and expressed his willingness to move forward on issues of concern to the gay community, he was unwilling to establish a task force. The association responded by stating that, "the work is simply too important to leave undone," and it declared itself a task force despite the lack of campus resources and official imprimatur.

Even without official status, the new task force found ready support and help from other university task forces. "We learned from the experience of others to adhere strictly to our goals and to make sure that our recommendations were concise and ranked in priority order," reports Jensen. "When a committee presents fifty unranked demands, the result is that none receives attention." The group presented its final report to the Equity Council and then to the president and the cabinet. It included the following four recommendations:

- establishment of a president's commission
- creation of a lesbian, gay, bisexual resource center, with a director and budget
- formation of a committee to review the curriculum from a lesbian, gay, bisexual perspective and to make recommendations for additional courses
- commitment to review progress in three to five years

Diversity Tip

Professor Charles Christian, chair, president's commission on minority ethnic issues at the University of Maryland, College Park, offers these tips for starting a commission on minority ethnic affairs:

1. Clarify the commission's role. The commission should increase the recruitment, retention, and graduation opportunities for all students in addition to advocating for minority communities. Thus, the commission should support policies promoting these goals. They should not overlook old policies that impede these goals but work to dismantle them.
2. Get an appropriate number of supportive minority and ethnic groups on board.
3. Meet with the president. It would be advisable to have a sizable number of senior faculty as part of this initial gathering.

The president readily agreed to the first recommendation, vetoed the second, and accepted the last two under advisement. Thus, in 1996, a twenty-member president's commission was formed.

University of Maryland Diversity Database

http://www.inform.umd.edu/diversity

This database was created in the summer of 1994 to provide information to students and professors of lesbian, gay, bisexual, and queer studies and to lesbian, gay, bisexual, and queer-identified people. The database contains a picture gallery, and collections of announcements, calls for papers, bibliographies, syllabi, listservs, legislative information, Web sites, etc.

The commission sees its role in terms of both education and activism. Priorities include: supporting faculty efforts to develop a certificate program in lesbian, gay, bisexual studies, the identification and development of courses dealing with LGB issues, assessing the campus climate, and developing working groups on community resource and climate issues. Although the Board of Regents voted to deny domestic partner benefits, the university's administration has asserted its commitment to its passage, and the commission is working both to enact non-discrimination policies against lesbians, gays, and bisexuals and to increase awareness and understanding of the importance of domestic partners' benefits. The commission intends to build bridges with other minority communities on campus and other commissions, provide opportunities for gay alumni to network with each other, and help gay students make career decisions "based on their interests and abilities, not on their concerns about the climate in a given department."

Women's Issues Commission

In contrast to the Lesbian, Gay, Bisexual Commission, the President's Commission on Women's Issues has been in existence since December 1973 (see http://www.inform.umd.edu/CampusInfo/Committees/WomensIssues/). Because of its history, women's issues are further along on this campus in terms of acceptance. "There is no need to argue that there should be a women's studies program; it is accepted," says Ellin Scholnick, past chair of the commission.

Since its inception, the commission has researched and reported on a variety of issues that have resulted in positive changes. These include:

- the inclusion of day care and elder care

- formation of a salary equity process
- formalization of promotion and tenure
- improvement of classroom climate and the status of women.

The Women's Academic Issues committee operates under the aegis of the commission and includes faculty, staff, and graduate student representatives. It has focused on classroom climate, curriculum transformation, and the underrepresentation of women in the sciences.

Like its sister groups, the commission has not shied away from controversy. When a series of budget cuts in the early 1990s resulted in the downsizing and even abolition of certain departments, the commission undertook a major study to review the impact of these actions on women faculty and staff members and on women students. The 1993 report raised disturbing issues, including the finding of a disproportionate impact on women in some areas eliminated. The report helped pave the way for more systematic, university-wide analysis and monitoring of salary, promotion, and tenure issues.

"The women's commission has been wonderful for this campus," says the associate provost for faculty affairs. "Although the structure, as with all the presidential commissions, is loose, a dedicated group of volunteers, with support from above and below, work very hard to pull it all together."

4. Get additional support from other sectors of the campus community. The media, including campus media, can help build support.
5. With support from the president, identify possible members. Try to ensure that every part of the campus is represented, but realize that might not be achievable. Ensure that the president has a representative on the commission. Such a person has access to resources and can, for example, obtain data from all over campus.
6. Once the commission is formed, its goals should be newly defined by the members.
7. The chair of the commission must be committed, especially since there is no salary and the work takes away from research time. The wrong leader could set the commission back or even destroy it. It is desirable for the chair to be a faculty member. ■

President's Commission on Minority Ethnic Issues

The President's Commission on Minority Ethnic Issues (see http://www.inform.umd. edu/PRES/Initcomm.html), chaired by Charles Christian, professor of social geography, has an impressive list of accomplishments. A major area of concentration for the commission has been evaluating the status and experience of groups that have been historically underserved and underrepresented at the university in an effort to achieve a "pluralistic society," where diversity offers opportunities for groups to collaborate while retaining their identity.

As a result of the commission's research on African Americans, President Kirwan issued an action plan in 1993 dealing with ways to improve the recruitment, retention, graduation, and promotion of African-American students and faculty; the level of job satisfaction for staff members; and the general campus climate for all African Americans. Most recently, the commission has overseen the production of *The Report of the Task Force on Asian, Hispanic, and Native*

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Upon my appointment as president of Colorado College, five years ago, I pondered how I might best translate into action my long-standing commitment to diversifying the faculty, student body, and curriculum. Five years later, I am pleased to say that as a college we have definitely made progress. I am also realistic enough to admit that we still have a way to go before we can claim complete satisfaction with this progress.

I began my journey with an attempt to "define" diversity. Our global definition is that Colorado College embraces many forms of identity: ethnicity, socioeconomic class, political beliefs, national origin, gender, race, religion, age, sexual orientation, personal philosophy, and more. As an institution committed to understanding the human condition in all its richness, we welcome the range of these expressions. At present we have decided to focus our attention on American ethnic minorities: African Americans, Hispanic Americans, Asian Americans and Native Americans. I proposed that we do this by increasing the recruitment, retention, satisfaction, and graduation rate of these members of the college community. Let me address, more specifically, faculty recruitment and retention.

LEADERSHIP STATEMENT

Kathryn Mohrman
President
Colorado College, Colorado Springs

As a beginning, I crafted a set of four strategic priorities that have become interwoven into the fabric of life at Colorado College. One of those priorities is "to increase and support diversity within the college community to promote understanding of both the similarities and differences among people with diverse backgrounds and interests." These strategic priorities are our daily compass: we refer to them when we try to develop new initiatives and update current ones, and we set our budget priorities accordingly. I am convinced more than ever that having a firm statement of priority and using it at every opportunity is not just an advertising gimmick, but a concrete demonstration of what Colorado College and its president stand for.

Statements are fine, but people are quick to find them transparent without a commitment of funds to carry them out. I was fortunate to have seed money provided by our Board of Trustees for an "Inaugural Fund," which enabled me to support projects related to diversity. With an immediate infusion of $22,500, and matching funds from the Dean's Office, I created a second Minority Scholar-in-Residence slot. This program, part of the Consortium for a Strong Minority Presence at Liberal Arts Colleges, provides fellowships to assist minority scholars in the early stages of their careers. The program includes both a dissertation completion fellowship and a post-doctoral fellowship. We have broadened the program to include three concurrent minority scholars-in-residence, have moved the funding into the base budget, and hired two of the minority scholars from last academic year into tenure track positions (two others were hired previously).

These efforts were not accomplished in a vacuum. I created a Council on Diversity to foster communication and cooperation among departments, programs, and offices on campus, and I personally chaired that body since its inception. I provided seed money for student-related initiatives such as the "fly-in" program for admission, which helps fund visits of prospective students to campus. I sought out current minority faculty and many others to ask for their help in this partnership. It remains an ongoing process.

At the same time that we celebrate differences and strive to increase diversity, I remind members of the college community that we must also focus on what we have in common. We all value critical thinking, creativity, intellectual honesty, self-analysis, reason, interpretation, the exchange of ideas, and respect for opinions quite different from one's own. We have discovered that the process of communication has helped to tie us together and that the discourse itself has been an important source of common purpose. ■

The Asian, Hispanic, and Native American Task Force addressed the concerns and issues we face here at the University of Maryland, such as more faculty and staff, increased recruitment, and academic or social support. From the Native American side of the task force, I believe the university can do more in these areas.

The estimated combined total of Native Americans in both faculty and staff positions is approximately ten persons. This is an extremely low number given the size of the university and does not provide proper support for Native American students. Frankly, I believe that the university should make a more aggressive effort in recruiting more Native American faculty and staff to Maryland.

Before we can get more faculty and staff, though, the university first needs to increase the Native American student population. From what I understand, the University of Maryland primarily draws students from Virginia, Pennsylvania, North Carolina, New Jersey, New York, and Maryland. If the university were to start in those states, they could recruit a larger population within a few years. These states have big Native American populations; the university could focus recruitment there first and then expand the recruitment area when progress is made.

STUDENT LEADERSHIP

Marcellus Proctor
President
Native American Student Union (NASU)

As far as support is concerned, I would like to see the university create a department that focuses on Native American studies. The department would be responsible for creating and developing classes about Native American history, culture, technology, and social structure. A good number of non-Native Americans would love to take classes focusing in this area.

If the university could start these activities, the Native American population of students, faculty, and staff would increase dramatically and give Maryland the prestige of being the flagship school in Maryland for Native Americans. ■

Americans, 1994. The study sought to determine the opportunities for access, participation, and success of Asian, Hispanic, and Native American faculty, students, and staff at the university, with the aim of inspiring corrective actions similar to those taken in response to earlier studies. As the task force noted in its final document, "Although there are many similarities between the three minority groups (Asian, Hispanic, and Native American) and their African-American counterparts, there are also major differences arising from their varied economic, cultural, and educational backgrounds." The task force findings cast light onto the way these differences have engendered different forms of prejudice, and the report outlines steps to address the specific needs of the groups. The commission's recommendations went to the president and administration, to formulate programs based on these recommendations for dealing with problems identified.

For example, the report notes, the relatively small numbers of Hispanic and Native Americans on campus, especially in faculty and student ranks, may cause many to simply ignore their particular needs and concerns. While Asian Americans are more widely represented, a perceived lack of English proficiency is among the most significant difficulties for Asian-American faculty. Visual identification of the faculty member as a "foreigner," the report says, may lead to the expectation that he or she has an English deficiency. The result is often decreased recruitment and promotion, particularly in the humanities, and claims by poorly performing students that they cannot understand their Asian-American professors. Similarly, cultural attitudes may hamper the progress toward promotion of an Asian-American faculty member with a quiet and respectful demeanor interpreted as "passive" and lacking in leadership.

Central to the mission of the commission is its conviction that the desire for equity and full participation of Asian, Hispanic, and Native Americans is not—and should not be—perceived as achievable at the expense of African or Caucasian Americans. Chairman Christian has declared that the diversity principle of inclusiveness is central to this commission's success in achieving its goals.

Despite their varying histories and challenges, the commissions have all been effective in focusing attention on problems and proposing resolutions. Both administrators and commission members consider these volunteer-staffed and officially endorsed bodies an important and valuable aspect of the diversity framework, combining centralized, even institutionalized, mission and direction with reality-based initiatives.

In addition to the standing commissions, the president of the university may appoint task forces to deal with specific issues. Robert Yuan, professor of microbiology, for example, is chair of the Task Force on Asians, Hispanics, and Native Americans, which produced the report cited above. The president appointed the task force in response to concerns voiced by students, faculty, and staff that the university was only serving the needs of African Americans, to the exclusion of

other minorities. Once formed, the group divided into three subcommittees—faculty, students, and staff—with co-chairs appointed for each of the three.

Research into similar work done at other universities provided the first order of business for the subcommittees. Next, the task force conducted focus groups with individuals on campus before formulating a plan of action.

Several key elements help make the task force structure work, advises Chairman Yuan. The chair should:

- Encourage candid dialogue among task force members
- Protect the confidentiality of individuals involved in both quantitative and qualitative research
- Remember to keep the focus on results, not just process
- Expect, and be prepared for, public scrutiny. Be sure that there is a commitment to share the task force report with the campus community and that task force members are invested in and can defend that report.

Recruitment and Retention of Undergraduates

Strategic planning, augmented by a series of specific and directed activities, is a key component of the University of Maryland, College Park's efforts to reach its diversity goals. In 1995, the university adopted a minority achievement plan aimed at improving recruitment and retention of minority undergraduate and graduate students, both campus-wide and in targeted areas such as the College of Computer, Mathematical, and Physical Sciences and the School of Engineering.

At the undergraduate level, the challenge is to continue to increase the presence of African-American, Asian-American, and Hispanic-American students. In recruitment, particular emphasis has been placed on cultivating promising prospective students at both the middle and high school levels. "We think the campus experience is an important one for sixth, seventh, and eighth graders," says Linda Clement, assistant vice president and director of undergraduate admissions. "We go out to the middle schools to talk to students, and we set up programs that bring them to Maryland for a day for some hands-on experience." With the ninth and tenth grades, more extensive programming begins with a College Prep Day that exposes students to college as an important option after high school graduation. The program includes workshops, student panels, campus tours, and instruction on how to go about the college selection and application process. College Preview Day, similar to College Prep Day, is designed for

eleventh-graders, while Minority Scholars Weekend offers a three-day orientation to the minority student experience at the University of Maryland, with participants attending classes, eating in the dining halls, and sleeping in the residence halls. The Minority Admissions or Financial Aid Workshop helps minority applicants and their parents complete federal applications for student financial aid and offers information on university scholarships.

Perhaps one of the most innovative of the new university-wide admissions initiatives is Project Equity 2000. "We are offering seed money, a modest sum, to a neighboring school system that is a major 'feeder' for minority students," Clement explains. "The funding supports programs to help students complete algebra and geometry classes in high school, since the ability to master these is, we have found, a good predictor of success here."

Among other university-wide efforts in admissions are visits to high schools, participation in national college fairs, phonathons (with calls made both by staff and current students), and the sending of personalized admissions letters as well as follow-up notes to those who have visited the campus.

Recruitment only solves part of the problem; retention is paramount and an area where the numbers reflect less success. In response, several programs have been put in place, primarily through the offices of student affairs in each college or school and the Office of Multi-Ethnic Student Education (OMSE). OMSE works within academic affairs to increase the retention of all minority students through a variety of programs. These include:

- Unity Picnic for newly-arrived students to reinforce an initial welcoming atmosphere and to introduce them to the staff.
- Mentoring program, pairing minority students with faculty and staff members who can help them adjust to college. This program is operated in conjunction with the Black Faculty and Staff Association (http://www.inform.umd.edu/CampusInfo/Committees/Assoc/BlkFacStaff/).
- One-credit course for multiethnic students designed to develop study habits and skills, such as note taking, test taking, time management, and memory retention, that will help them succeed academically.
- Retention 2000, an all-day conference for faculty, students, and staff that probes retention issues. At a recent session, a panel of black students talked candidly about their problems and perceptions.
- College Success Prep Program, a one-week summer residential program with a strong focus on minority men, who generally have a lower graduation and retention rate than minority women. Goals include building self-pride, self-confidence, and the expectation of academic success.

Because some minorities are traditionally underrepresented in the sciences, mathematics, and engineering, a Center for Minorities in Science and Engineering (http://www.engr.umd.edu/organiZations/cmse) has been estab-

Diversity Tip

Linda Clement, assistant vice president for academic affairs, suggests:

Inclusiveness—Start with a diverse staff. Market research with prospective students indicates that they are heavily influenced by their experience with the admissions office.

Recruit diverse staff by establishing search committees and advertising in publications read by diverse populations.

Do not assign specific staff members to diversity priorities; diversity is everyone's task.

Evaluation—Aim to attract high school students who do not accept offers of admission or even apply. The first step here is research (e.g., focus groups with students who applied and who did not apply).

Shared Responsibility—Hold programs in the community (churches, etc.). Contact guidance counselors since students of color rely more heavily on guidance counselors for information.

Marketing—Sponsor weekend programs because students are more likely to enroll if they have experience on campus.

Recruitment—Write personal follow-up notes to students who have visited campus.

Make the admissions materials inviting to diverse students by reflecting the diversity you hope to attain in photographs and by including a nondiscrimination clause. ■

lished. It provides a focal point for recruitment and retention activities in the College of Computer, Mathematical, and Physical Sciences and the School of Engineering. Highlights include:

- Summer programs giving high school students a chance to explore engineering and science. (The Minority Scholars in Computer Science and Engineering Summer Program is a six-week residential program for rising seniors).
- Mentor programs with alumni for engineering students.
- BRIDGE Program for outstanding minority sciences and engineering students who are incoming freshmen. (See Appendix for more information on this program.)

Academic Achievement Programs (AAP) Offer Extra Support

Academic Achievement Programs (http://www.inform.umd.edu/AAP) provide the umbrella for five special initiatives, serving students ranging from returning athletes to high-achieving minority undergraduates preparing for doctoral study. Overall, the initiatives that fall under the aegis of AAP provide a wide array of academic skill enhancement classes, counseling and academic advising, tutoring, and re-enrollment services to about 500 students a year. Most are first generation college students, and many are from low-income families.

Goals: "Our mission is to provide service which enhances the academic potential and personal growth of each student," says Jerry Lewis, director. "We are committed to having a student population that reflects the population of the communities surrounding the university." In addition to first generation African Americans, the program includes Hispanic Americans and certain Asian populations, such as Vietnamese, Filipinos, and Koreans, who are underrepresented in the Asian population at the university. The staff, Lewis adds, has a similar composition: "We want to offer students role models who reflect their cultural and ethnic backgrounds, along with diverse gender."

Organization: AAP reports to the dean of undergraduate studies, who, in turn, reports to the vice president for academic affairs. Its five components are Intensive Education Development (IED), Summer Transition Program (STP), Student Support Services (SSS), Academic Support for Returning Athletes, and the Ronald McNair Pre-Baccalaureate Research Scholars Program.

The evolution of AAP helps explain its structure and charge. In 1967, IED

was designed to provide academic, financial, and counseling support to nineteen Upward Bound graduates enrolled in college. Five years later, a grant led to the development of the Student Support for Disadvantaged Students Program. In 1988, a restructuring resulted in the creation of an overall structure that would house these two programs while also allowing them to exist independently. In the process, Student Support for Disadvantaged Students became, simply, Student Support Services. The McNair Program and Academic Support for Returning Athletes Programs were added later.

For many students, their first contact with AAP is through the Summer Transition Program (STP), designed for students whose admission to the university is provisional, i.e. based on their successful completion of this program. About 120-130 students a year, (generally local) first-generation college-bound students from low-income families, attend twenty hours of classes, tutoring, and counseling for six weeks, concentrating on skills enhancement in mathematics, writing, and reading comprehension. Special tutoring is available, and students are enrolled in a selected three-credit university core course as well as a one–credit orientation course. There are required weekly, individual, and group counseling sessions. By the end of summer, most students have performed well enough for admission to the undergraduate program.

The next stop for Summer Transition Program graduates is the Intensive Educational Development program, coupled with counseling provided by Student Support Services. In addition to regular first-year classes, IED/SSS students enroll in one three-credit course each semester, designed to expand and develop their English, mathematics, and study skills. Mandatory tutorial services and counseling sessions are held weekly.

IED/SSS students are not allowed to participate in competitive team sports activities or pledge fraternities or sororities during their first year. In the Advised Second Year, students must attend counseling sessions and are encouraged to use tutoring and skills enhancement services as needed. Those who fall below a 2.0 GPA must meet with a counselor for advisement and schedule adjustment. Throughout their undergraduate years, IED/SSS students may take advantage of its program services.

Just as the summer and IED programs were designed to aid incoming first-year students, the Ronald E. McNair Post-Baccalaureate Achievement Program helps juniors and seniors prepare for graduate study. To be accepted, students, again reflecting the diverse population AAP serves, must have a minimum GPA of 2.85 in their major and have shown exceptional academic progress in the two preceding semesters. McNair scholars take part in an intensive summer program of academic research and scholarly experience under the supervision of a senior faculty member. The summer program also includes courses in advanced communication skills, library research, and introduction to research methods. Throughout the academic

year, participants are provided counseling, tutoring, graduate school placement, and financial aid assistance. All McNair scholars publish a research abstract and take part in several research conference presentations during the year.

The Academic Support for Returning Athletes Program was established at the university in 1986 under the department of intercollegiate athletics; in 1989 it became part of AAP, with a primary goal of providing support services through graduation to former university student-athletes who left in good standing. Among the services provided to these former student-athletes, many of whom also were professional players, are assistance in re-admission and re-enrollment and academic and social support. In exchange for tuition remission, the former players participate in a speakers forum for elementary and secondary schools and community agencies, talking to children about such topics as staying in school, saying no to drugs, avoiding teenage parenthood, and substituting mediation for violence.

Department of Intercollegiate Athletics
(http://www.umterps.com/)
Academic Support for Returning Students
(http://www.inform.umd.edu/CampusInfo/Departments/LASRV/rspage.htm)

Incentives: Students receive eight academic credits for work done with AAP, along with, says Lewis, "a loving, caring, nurturing environment, but one where accountability is also paramount." AAP provides continuous connection with students' families, facilitating the transition from home to school life. Since most parents have not attended college, they often do not understand the special demands placed upon students by school. AAP attempts to bridge that gap.

Staff incentives are also an important part of the AAP program. There are professional development opportunities, and a team mentality and participatory environment are stressed.

Resources/Staffing: During the regular academic year, AAP has a staff of fourteen full-time employees, four graduate assistants, and three interns, along with twenty to twenty-five tutors who are paid $6 to $8 an hour. Because of heavy summer workload demands, the staff expands to fifty full-and part-time employees.

AAP receives minimal financial support from the university, relying on state and federal grant support. Lewis says, "We have only been able to survive because of our ability to get grants. Our only budget increases come from grants, which are usually in the range of 3 to 4 percent of operating budget per year."

Evaluation: Students evaluate the program at the end of the summer and the academic year. AAP is conducting a short-term comparative analysis between AAP students and other students in the classroom, along with a five-year longitudinal study of AAP students to assess whether this program makes a difference in retention and graduation of these students. The graduation rate thus far for

American Indian people are relatively new faces among those on America's college campuses. This seems ironic in light of the fact that they were here long before the first recognized postsecondary institution in America was established, which was Harvard University in 1636.

Indian people did not participate because they felt the education offered was irrelevant to their lifestyle. This feeling still exists today. Indian students are made to feel that their history and culture are not important. It is done by mainstream colleges by omitting positive references to American Indian people from the curriculum. Mainstream colleges do little to prepare the Indian student to return to his or her Indian community and work successfully.

Salish Kootenai College has developed a curriculum that addresses the special needs of American Indian students. Faculty receive a great deal of in-service training on how to teach Indian students and meet the outcomes of each course of study. Students at Salish Kootenai College say that they do not have to give up who they are in order to succeed.

In 1964 there were only 5,900 American Indian students attending colleges in America. Today there are over 25,000 Indian students attending the tribal colleges. Throughout postsecondary education in America there are now over 110,000 students in attendance. This is a dramatic change that can be attributed largely to tribal colleges.

LEADERSHIP STATEMENT

Joseph McDonald
President
Salish Kootenai College

Salish Kootenai College and the other twenty-nine tribal colleges serve as a model for the rest of higher education to follow. They work hard to provide a learning atmosphere that is very personalized. Each student is made to feel successful and good about him- or herself. Students are taught to respect one another regardless of their physical abilities, grades, race, or religious beliefs.

The tribal colleges are excellent examples of the strength of diversity and the accomplishments that can be obtained when diverse people work together. These colleges have grown from out of the ashes of the burned out Indian societies. They have come from almost nothing and have grown due to the commitment and faith of people from different Indian tribes and different races. Their strength has come from a deep spiritual commitment and from the diverse people working on their behalf. We need all of our colleges in America to work toward "One Nation in the Twenty First Century." ■

Diversity Tip

Johnetta Davis, assistant dean of graduate programs, emphasizes shared responsibility. Prior to admissions process, research the academic programs to determine whether or not they will nurture the intellectual and personal growth of minority students.

- Involve the community in all planning; the faculty must buy into what you do.
- Communicate! The campus community must know what you are doing, how you are doing it, and why it is important.
- Get financial and philosophical support for your programs. Campus involvement can help with this.
- Gain the confidence of the current and prospective students you serve; e.g.: University of Maryland, College Park, has an 800 number so students can call to get help, information, or advice.
- Attempt to cost share with other departments and offices for programs; e.g., the university graduate fair has an $8,000 budget, but the cost of rooms for potential new students would have put the graduate school over budget. Davis called around campus for support and contributions for the room costs.
- Have a passion for diversity issues; whoever works on this issue has to love it.
- Be willing to persuade the campus that diversity is in everyone's best interest. ■

the Returning Athletes Program is 55 percent. Those in the IED program have the third highest first-year retention rate at the university, following the Honors and College Park Scholars program. Sixty-five percent of the McNair scholars enroll in graduate programs to pursue a doctorate each year.

Constraints: An overarching problem for AAP is its disproportionate reliance on federal grant support, or "soft money." This category of support funding also makes the program accountable to this funding source, as well as to the university. Other problem areas include lack of sufficient staff and volunteers, frequently resulting in stress, work overloads, and burn-out. "Our staff do not stay as long as we would like because the demands are so high," he reports. More faculty support would also be welcome. "Some have stepped forward in support of the McNair program and they provide tremendous support," notes Lewis. The relationship is also strong with faculty who teach IED courses. Still, "at this point, others have not been drawn in."

Advice, Future Plans: AAP hopes to recruit more volunteers to help with staffing shortages. Lewis cautions, however, that volunteers for a program like this must be carefully selected and trained. Both volunteers and staff need "the right philosophy and the desire to help students." Those without these characteristics quickly burn out in such an intensive setting.

Diversity Principles: Accountability, shared responsibility, inclusiveness, and evaluation, as illustrated, are all exemplified by AAP.

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Diversity at Graduate Level Yields Double Benefits

Graduate recruitment and retention, says Johnetta Davis, associate dean for student affairs policy and director of the office of graduate minority education in the graduate school (http://www.inform.umd.edu/grad/), is important on two fronts: a diverse student body enriches the educational experience for all students, and increased diversity among graduate students leads directly to increased faculty diversity in the future. Understanding this double benefit, the university established the Office of Graduate Minority Education to both recruit students of color and create an environment that would support their success. A campus-wide recruitment committee, comprising representatives of all thirteen schools and colleges, works with the office to plan and implement programs and activities, thus ensuring that the impetus comes from the colleges and graduate

programs as well as from the graduate school.

In general, says Davis, recruitment efforts at the graduate level center on promoting the university's recent successes in enrollment and graduation rates of minority graduate students and capitalizing on the wealth of minorities in the pipeline. "We belong to a consortium of prestigious institutions that are part of a National Name Exchange," she reports. "Members exchange the names of their best and brightest minority juniors and seniors. The graduate school refers these names to the appropriate graduate departments. In 1995, the first year of our exchange membership, we almost quadrupled our contacts with promising minority students. At the same time, this exchange has facilitated the placement of many of our bachelor's graduates in graduate and professional schools most suited to their needs."

The graduate school also has instituted a campus visitation program for faculty members from other institutions that are both current and potential "feeders" for University of Maryland, College Park, graduate programs. "The goal," explains Davis, "is to establish relationships between the visiting faculty and the university faculty to facilitate referral of the most promising students to our graduate programs."

The Faculty Partners Program (http:/www.inform.umd.edu/CampusInfo/committees/Assoc/LGSF/.DP), introduced by Davis, grew out of her research with new graduate students. "I asked them to list all the factors and persons that had influenced their selection of Maryland for graduate study, and faculty advisors came out on top," she notes. The result was a program partnering faculty advisors from other specially selected institutions with selected members of our graduate faculty in corresponding areas. "At present, we have paired fifteen faculty advisors from other institutions with fifteen UMCP faculty representing most of our colleges. The experience aids in the transition of our new graduate students, while promoting intellectual exchange."

One reason for Maryland's success in recruiting and retaining graduate students was a fund of $1.6 million for African Americans, matched with tuition remission from the university. These funds were distributed in competitions managed by the Graduate Council Committee on Fellowships and were part of the campus response to the Office of Civil Rights' mandate for improvement in desegregation efforts. Students were supported by full fellowships and assistantships, and the results were increases in full-time enrollment at the doctoral level and excellent graduation rates. The pool was expanded to address the growing number of Hispanic students interested in the University of Maryland, College Park. Following the *Banneker* decisions, these targeted support programs have been discontinued, and the Committee on Fellowships is currently building a program similar to the combined Banneker-Key Scholarship program, in which race and ethnicity may be considered as just one contributing factor in defining merit.

Among other initiatives undertaken by the graduate school to enhance recruitment and retention of minority students are

- A graduate fair at Maryland for seniors at the university and other institutions in the region;
- Project 1000, a consortium of fifty-two institutions that assist each other in identifying and recruiting Hispanic-American and Native American graduate students;
- Latino-Native American Network (LANA), a database provided by the University of New Mexico, designed to promote contact with promising Hispanic-American and Native American undergraduates; and
- Peer Partner Program, matching entering minority graduate students with students continuing in the same discipline.

In addition to the efforts organized by the graduate school, some schools and colleges are making special efforts to recruit underrepresented students to their graduate programs. For example, the School of Engineering participates in the nationally based Graduate Program for Engineering Minority Students (GEM). With its central office at the University of Notre Dame, the program is sponsored by 100 United States corporations that provide funding for graduate students to attend participating institutions.

The College of Behavioral and Social Sciences conducts focused visitations to selected institutions; they will serve as feeders for graduate programs in the college. The School of Public Affairs operates a highly competitive summer program for outstanding undergraduates. Many of these students select the University of Maryland for graduate study.

Programs Target Special Students

Returning Students Program (RSP)

Ways to Teach to Diverse Students
http://www.inform.umd.edu/diversityweb/Leadersguide/FSI
The Stress Reduction Intervention Model: A Framework for Conceptualizing and Reducing Stress Among Female Nontraditional Students by Robin Miley, Cane River Children's Service, and Vicki E. Bowman, Northwestern State University.

One of the biggest changes on college campuses today is the increasing number and diversity of adult learners, those students twenty-five years of age and over who are starting college or returning to it after a break in their education. The number of college students in this group is growing rapidly across the nation,

point out Beverly Greenfeig and Barbara Goldberg, co-coordinators of the Returning Students Program at the university Counseling Center (http://www.inform.umd.edu/EdRes/Topic/Diversity/Specific/Age/Campus). Today, about one-third of all college students in the United States are over the age of twenty-five. At Maryland, returning students account for over 14.8 percent of the undergraduate population (Office of Institutional Studies, 1998).

Initially, concerns about diversity in relation to gender and age paved the way for special programming. In 1975, both Goldberg and Greenfeig became concerned about the number of women twenty-five and over who came to the counseling center seeking help with adjusting to college life. Many said they did not know how to study or lacked confidence in their skills. Thus, with the support of a three-year grant, the Returning Women's Program was begun. In 1980, with additional help from an Exxon Foundation grant (since expired), the program expanded to become the Returning Students Program.

Goals: The program provides support and services for adult students on campus. In addition to helping students twenty-five and over, the program seeks to make the university more aware of their needs, concerns, and strengths, thus creating a more age-friendly campus. Another priority is to raise awareness that learning is a lifelong process.

Organization: The program is housed in the counseling center (which is part of the office of student affairs), and the co-directors report to the director of the counseling center.

Services offered by the program include:

- counseling, by trained peers and professionals;
- workshops on study skills, time management, note taking, exam skills, test anxiety management, multiple roles, assertiveness, and financial aid;
- bi-annual newsletter, *Second Wind*, which is mailed to more than 2,000 students and includes information on such topics as child care, financial aid, workshops, and other special events and activities;
- College and Career Advancement for Returning Students, a one-credit course providing help in choosing a major and academic advising, career planning and vocational testing, time management, exam preparation, and reading and study skills, as well as networking opportunities;
- orientation and mentoring programs;
- informal social activities, such as weekly brown bag lunch sessions, "Coffee and Conversations";
- a national data bank tracking returning students' programs and trends across the country (the Returning Students Data Bank is a biennial census-type questionnaire that gathers and reports information about returning students programs at universities throughout the country); and
- information and referral services.

Incentives: Returning students utilize the Returning Students Program because it deals with so many of their special needs, while recognizing, at the same time, their strengths, such as strong academic abilities, motivation, and unique life experiences. Especially popular are "Coffee and Conversation" sessions, where students drop by a comfortable room every Monday from noon to 2 p.m. during the academic year to share experiences and information or hear a guest speaker over brown bag lunches, with a peer counselor as facilitator.

Despite a small budget and inadequate staffing, for the staff, personal commitment, positive student feedback, and mentoring relationships make it worthwhile.

Resources/Staffing: The program has no budget of its own, and the co-directors are paid through the counseling center. The center provides space for the program and lends resources when needed. Goldberg and Greenfeig work to get funding from other sources, using networking and other campus agencies to obtain support, for example, for a scholarship fund. They solicit ads in their newspaper to cover printing costs for publications. A recent grant from the Diversity Initiative enabled the program to hold a Returning Students Recognition Day.

Although the coordinators are part-time university employees, each spends only a portion of her time on the program. Peer counselors are volunteers and can receive independent study credit for their work. Good relationships and the good will of faculty and administrators in such areas as admissions and financial aid help fill in the gaps.

Evaluation: The program uses several methods of evaluation. In the beginning, a formal needs-assessment was done, but that has become more informal. Students are asked to complete course and workshop evaluations and one in every five is selected to fill out a questionnaire about the program's services. Based on feedback, services are improved, altered, or eliminated. While the co-directors say there is considerable personal follow-up with students, they would like to institute a more structured system as well as a follow-up study comparing the experiences at the university of those who did, and did not, utilize the program's services.

Constraints: The coordinators think the program could be more effective and better-recognized, with full-time staff, a designated budget that would "institutionalize" it as a campus unit, and administrative support. More incentives for volunteers, they say, would help, too. "We could use more volunteers, and this is especially hard with returning students, for whom time management is such an issue. Academic credit for non-peer counseling volunteer work and small honoraria would increase our ability to attract volunteers," Greenfeig and Goldberg note.

Advice, Future Plans: A central structure, such as that provided by the counseling center, is a crucial element for success. The coordinators explain, "A central program is necessary to hold all the different services together. Returning students need to feel there is one source for all the information and programming they require because they do not have the time to run around the campus to put the pieces

together."

The coordinators would like to develop a broader base of support for returning students, and they strongly recommend that other institutions look to build a constituency across campus to support returning students.

Diversity Principles: Cooperative efforts, especially co-sponsored programs across numerous campus units, have been a strong element in the program's success. Evaluation and accountability, as illustrated, are also key features of the Returning Students Program.

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The Equity Education: Fostering the Advancement of Women in the Sciences, Mathematics, and Engineering.

http://www.inform.umd.edu/diversityweb/Leadersguide/DREI/Rabstracts.html

This volume includes ten reports that present findings and recommendations for advancing women in science, mathematics, and engineering. Critical issues include demographics, the educational pipeline, careers, diversity, barriers, curriculum, and institutional change.

Women in Engineering (WIE)

Women as well as minorities have traditionally been underrepresented in engineering programs. To address concerns about recruitment and retention of undergraduate women, the A. James Clark School of Engineering throughout the years has developed a series of programs. However, in 1995, the school decided to formalize these efforts with the establishment of the Women in Engineering Program (WIE) and the hiring of a director, Cheryl Morris.

Goals: Recruitment, retention, and outreach are the primary emphases of the program, and a variety of specific initiatives have been developed to achieve these goals.

Organization: The Women in Engineering Program serves as an umbrella for several activities designed to improve the educational environment for undergraduate and graduate female engineering students. Since retention for women has long been a problem, WIE emphasizes activities designed to improve the educational environment for undergraduate and graduate students. To help students develop relationships with practicing and professional engineers, the school has formed three separate programs under WIE: teaching fellowships, research fellowships, and the mentoring program.

Approximately fifteen teaching fellowships are awarded to undergraduate women each year, Morris explains, for the fall, spring, and summer semesters. The student fellows gain teaching experience as well as an opportunity for a

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Myths about Affirmative Action

Some of the myths and the realities of incorporating diversity into job searches include:

Myth: Affirmative action means settling for second best.

Reality: Affirmative action is not synonymous with mediocrity. It means combining both traditional and non-traditional factors in finding the best candidate for the job. Thus, the most qualified individual may not have the most traditional publication record, academic or administrative expertise. Criteria for selection should be expanded to include the candidate's ability to enhance the quality or scope of services offered and, with faculty, to enlarge research and pedagogical interest and contribute to the life and cultural diversity of a department.

Myth: Affirmative action means establishing a quota system for women and minorities.

Reality: Quotas do not need to be established; goals should be. Affirmative action does not mean discrimination. Rather, it calls for reaching out to candidates and treating them with fairness and equity. Quotas are typically court-assigned to redress a pattern of discriminatory hiring.

mentoring relationship with their faculty supervisor. Research fellowships, with faculty mentoring, expose students to multiple aspects of research and prepare them for graduate school. Women who receive these fellowships tend to participate in a number of aspects of the research process in addition to their work in labs, including collaborating with graduate students, meeting with their faculty advisors for supervision, writing papers on their projects, conducting literature reviews, and presenting their research at conferences and symposiums.

The mentoring program matches undergraduates and graduates with engineering alumnae. "We used models from other institutions to set up our program," notes Morris. "Our aims were to provide our students with positive female role models, to facilitate their personal and professional development, to ease the transition from campus life to the working world, and to increase our alumnae's involvement with the university." To inaugurate the program, the school mailed letters of introduction and applications to local alumnae who had graduated between 1980 and 1996. Applications were also given to all women engineering students. On-campus orientation sessions, conducted in a casual atmosphere, were held for all who responded. Activities included icebreaker exercises, group discussions, and the administration and discussion of the Myers-Briggs Personality Type-Indicator. There is also a social event each semester for all mentors and mentees.

The Keys to Empowering Youth (KEYS) program, implemented by the Society of Women Engineers chapters at several area colleges, is administered by WIE and gives women undergraduates a turn at mentorship themselves. The program brings young women with an interest in science and engineering from area middle schools to the university campus for a day. Matched with women engineering mentors, they spend the morning working on leadership development, self-defense training, team building, and small group activities. The afternoon agenda features hands-on science and engineering labs.

High school women are the focus for two additional WIE programs: a week-long summer residential engineering camp targeting tenth-, eleventh-, and twelfth-graders from the western part of Maryland, co-sponsored by the Maryland Space Grant Consortium and the Annenberg Foundation; and a six-week Summer Study in Engineering for High School Women, funded by the university in partnership with the Maryland Space Grant Consortium and the Annenberg Foundation. Young women completing their junior year are the target of the summer study program, which offers them a survey of the multiple options available in the field of engineering.

Other activities sponsored by the Women in Engineering Program are

- women's Graduate Student Society, offering brown bag lunches and speakers
- funding for selected women students to attend professional conferences
- visits to area industries and laboratories
- women Students Advisory Board

- workshops and speakers
- newsletter and scholarship information
- workshop for faculty on engineering curriculum transformation and teaching strategies.

Incentives: Students who receive teaching and research fellowships enhance their viability as graduate school candidates. Research fellows make presentations to the engineering faculty, administration, fellow students, and family members at an annual Women in Engineering Research Forum and Celebration.

Women who volunteer for the mentorship program cite such reasons as "inspiring and encouraging women to pursue engineering careers" and "to make up for what I lacked in my academic and professional careers." One woman reported, "I'm in a workplace dominated by men and have missed the mentoring most men in my company get naturally. I want to help influence more women to join this profession." For the students, the program offers networking opportunities, positive role models, guidance and insight into the work environment, and "a good friend who is willing to share experiences and advice."

Students taking part in the KEYS program are invited, with their parents, families, and guardians, to an awards ceremony recognizing their participation.

Resources/Staffing: A five year grant from the Alfred P. Sloan Foundation provided seed money to formulate the WIE Program. The School of Engineering provides additional funding along the way with grants for specific activities. There is a full-time director and two to three graduate assistants who assist with implementing programs including program evaluation.

Evaluation: All WIE programs are evaluated to ensure high quality, to assess their impact on the students who participate, and to provide future direction. Students complete surveys and take part in focus groups to share their experiences. Morris also notes that women now account for approximately 21 percent of the engineering student body, as opposed to just 7 percent twenty years ago.

Constraints: Despite the successes thus far, Morris says there is much more to be done, such as increased faculty involvement in classroom climate and curriculum issues.

Advice, Future Plans: Faculty need more incentives to participate, such as release time for WIE activities, according to Morris. Engineering now includes a review of the teaching portfolio as part of the faculty tenure package, which she terms "certainly a step in the right direction." In addition to faculty incentives, those planning programs similar to WIE need the support of the dean, which, she says, has been critical to the effort's success. Future program plans call for concentrating more on recruitment from both high schools and community colleges.

Diversity Principles: As Morris has pointed out, institutionalization for this program has been a crucial factor in its acceptance and success. Other diversity principles imbedded in WIE include accountability, evaluation, and shared responsibility.

Myth: Affirmative action is the responsibility of the Office of Human Relations or campus equity administrators.

Reality: It is everyone's responsibility. Goals cannot be achieved without the commitment and involvement of all faculty and staff.

Myth: Conducting a search responsive to affirmative action concerns is costly and time-consuming.

Reality: Using good management skills, such a search should not take much more time than a search that is not sensitive to affirmative action issues. Enlarging the pool of candidates and treating all equally and fairly is more a matter of will than time. In the long run, an equitable search is cost-and time effective, as it is likely to result in the selection of an outstanding, and committed, candidate. ■

Myths and Realities *is reprinted with permission from the University of Michigan.*

Diversity Tip on Structuring an Equity Council

Diana Jackson, assistant dean of continuing education and a member of the Equity Council, offers this advice regarding the need and structure for such a council:

- Determine the function the council should have. At the University of Maryland, the existence of other units to handle grievances makes an advisory role appropriate. If such mechanisms do not exist, the council should have more institutional authority. This may be especially true on a small campus.
- Develop a five-year strategic plan, along with a predetermined method and timetable for evaluation.
- Provide a budget, both programmatic and operational, and its own staff.
- Choose members both for their knowledge of and experience with equity and genuine commitment.

Contact: Cheryl Morris, (301) 405-3931 (cmorris@deans.umd.edu)

Special Structures and Programs Facilitate Faculty and Staff Search and Selection

A diverse community requires attention to all aspects of campus life, from the recruitment and retention of faculty, staff, and students to promoting and fostering changes in behavior and attitude. In the late 1970s, responding to serious challenges in recruiting African-American faculty, the university established minority pool lines to provide incentives to departments for successful ethnic minority recruiting.

Still, recruitment and retention of a diverse faculty remained a problem. The 1992 *Summary Report of the Committee on Excellence Through Diversity: Providing Opportunities for Black Americans at College Park* noted that between 1980 and 1990, faculty recruitment was all too often a revolving door for African Americans. During that time, only one African American was promoted to full professor, and the promotion rate for blacks to the rank of associate professor was only 9 percent, as opposed to 51 percent for all others. For African Americans on campus, the report concluded, there were "many windows, but not enough mirrors."

Once more, the process for recruiting and retaining both faculty and staff was examined, and institution-wide changes were mandated. The structure of an equity assistant for each provost was replaced by a new position, Assistant to the President, to coordinate affirmative action and reporting efforts and to assist the deans in insuring consistency in these efforts. Ray Gillian, who was named to this position by then-President Slaughter, recommended the creation of an Equity Council (http:/www.inform.umd.edu/EdRes/Topic/Diversity/Response/UMCP/Equity) to replace the old structure, and President Slaughter readily accepted this recommendation.

The council began with nine members and now numbers twenty-three. "Previously, it was not always clear who was responsible for making sure equity procedures were followed in each area," notes Gillian. "The establishment of the Equity Council to meet affirmative action goals remedies that situation."

Members of the Equity Council are equity administrators, designated by each of the four vice presidents and the deans of the colleges and schools. Since the university has an established grievance procedure administered by the Office of Human Relations Programs and the Ombuds Office, the council is advisory in nature. The Equity Council as a whole reviews all policies and procedures in re-

lation to equity matters and makes recommendations to the president regarding equity and affirmative action. Within their units, the equity administrators advise deans and vice presidents on:

- recruiting and retaining a diverse work force;
- recruiting, retaining, and graduating ethnic minority students; and
- mediating complaints by students and employees in the unit, in consultation with other appropriate campus personnel and offices.

Overall, the council is charged with developing effective affirmative action plans, implementing and monitoring these plans, and monitoring salary-equity reviews. Within each unit, individuals with questions or problems related to any of the above areas may go to the equity officer for assistance; there are also ombuds officers for both the faculty and staff. "We added the Ombuds officers to the process," explains Ray Gillian, "because we found that not everyone would go to their own equity officer with a concern since that person was within the administrative unit." (http://www.umd.edu/cgi-bin/post-query)

Individual departments also instituted programs, once more reinforcing the two-tier structure. In the School of Engineering, for instance, annual retreats have focused on diversity as a major topic of discussion and planning, says Horace Russell, associate dean. One program has been developed to help increase the number of ethnic minority and women post-doctoral students in an effort to provide a "homegrown" solution to facilitating faculty diversity. Top minority graduate students attract faculty to the school or department, and they in turn help recruit additional faculty; promising graduates have the opportunity to stay on for post-doctoral work and even faculty appointment.

- Provide training for members in campus policies and procedures on hiring and tenure as well as in problem solving and conflict management.
- Conduct both council-wide and individual evaluations, based on predetermined criteria.
- Communicate roles of council members to departments and offices.
- Have council members develop good relationships with the departments or offices they serve so that they are not perceived as "outside intruders." ■

Faculty and Staff Search and Selection Process Facilitates Diverse Hiring

The university has established a specific Search and Selection Process outlining steps that must be followed in hiring faculty and staff. The equity administrators for the appropriate area monitor all critical phases of the process, as outlined in the earlier discussion of the Equity Council. The procedures mandate some uniformity across searches and departments and require the completion of a "paper trail."

In order to evaluate the search and selection process, the office of the assistant vice president for academic affairs reviews searches to ensure that candidates on the short list reflect gender and ethnic diversity. For faculty searches, the office of the provost has the authority to reconstitute the search committee

Recruitment Tip

From Ray Gillian, assistant to the president.

- Examine the current search and selection process and look for ways to monitor it.
- Create checks and balances. Define a formal process of hiring. (The University of Maryland's process was created in the Equity Council.)
- Keep your search to a reasonable length of time in order not to discourage applicants.
- Monitor affirmative action goals with multiple evaluations.
- Maintain adequate history and documentation for each candidate.
- Have the short list of the various candidates for a given job reviewed by an appropriate administrative office to ensure gender and ethnic diversity.
- Recommend that the office of the provost reconstitute the search committee if it is not diverse.
- Decentralize the search committee process to other areas for reaching the widest number of candidates.
- Look at "before and after" numbers as well as characteristics of new hires to determine success. ■

if it lacks diverse representatives. Vice presidents in non-academic areas may also reconstitute a search committee, if necessary.

The procedures are revised every five years, following evaluations by both hiring units and applicants. The thoroughness of the procedures does make hiring cumbersome at times, Kirwan admits, and Gillian says the university has come under some criticism from those who apply or are interviewed about their treatment in the process. "We're concerned about this, and we will make some changes to rectify such problems as slow responses or even non-responses to applicants," Gillian adds.

Salary Equity Reviews Aid Retention

A salary equity review process is another key component in recruiting and retaining diverse faculty and staff. To set up such a process:

- Identify peers within a unit. Peer status, easier to evaluate with faculty than with staff, may be based on teaching, research, service, and market value.
- Get support from individuals with legal and statistical expertise.
- Meet with affected members in the unit about their concerns.
- Establish ongoing salary reviews for all campus units.
- Commit financial resources to a fund designed to address disparities. This could be a centralized or decentralized function, depending on campus size. ■

A recent *New York Times*/CBS News opinion poll revealed that while most Americans endorse the goal of racial diversity in education and the workplace, they reject some of the methods used to date to achieve it.

The U.S. Court of Appeals for the Fifth Circuit certainly reflected public opinion in a May 1996 ruling that has become known in Texas simply as "Hopwood." What the three-judge panel determined in this reverse discrimination case was that the University of Texas Law School could not use race as an admissions criterion; what Texas Attorney General Dan Morales then did was to issue a broad interpretation of the ruling that, in effect, banned affirmative action in student recruiting, admissions, and scholarship programs throughout the state's college and university system.

We mention these actions simply to establish the environment in which most of our state's colleges and universities are currently operating and the difficulties they are facing in addressing diversity without the methods previously available to them.

LEADERSHIP STATEMENT

Dr. Miguel A. Nevárez
President
The University of Texas–Pan American
Edinburg, Texas

At The University of Texas-Pan American, our situation is quite different. As an institution with an enrollment that is more than 85 percent Hispanic, UT-Pan American has the opportunity to address the issue of diversity from a somewhat different perspective, especially at the undergraduate level where the student population mirrors the ethnic makeup of our service area—the Rio Grande Valley of Texas. While most other public universities in Texas are seeking creative ways to increase their percentage of minority students, and thus achieving the diversity that we in academe consider beneficial to the teaching/learning process, UT-Pan American is addressing the challenge of helping to increase the pool of qualified minority candidates for the nation's higher education system in general at both the undergraduate and graduate levels.

Here are some demographic facts that will help explain the importance of our mission:

- It is projected that Hispanics will be the largest ethnic group in America in the 21st Century.
- By the year 2050, it is projected that one out of every four Americans will be Hispanic.
- The Hispanic and other minority cohorts in preschool and K through 12 education are rapidly becoming the cornerstone of America's future prosperity and leadership.
- To the extent that this minority population succeeds in higher education, so will the rest of society.

Now for today's harsh realities. While one of every four students in central-city public schools is Hispanic, only half of the Hispanics who enter kindergarten ever graduate from high school. Also, Hispanic students have a disproportionately low participation rate in college preparatory and advanced courses in high school. In fact, the high school completion rate of Hispanics is 36 percent less

than that of the white student population nationwide. (The difference in Texas is actually 42 percent and in California 44 percent.)

Because of these realities, and despite the much-publicized "Hopwood" decision, efforts to increase opportunity for minority students within The University of Texas System are stronger than ever.

UT–Pan American, for example, is committed to helping increase the number of students in the Rio Grande Valley who are completing high school, and more specifically, completing high school with the "recommended" curriculum that better prepares them for college and the work force. We are working closely with the area school districts and business community to promote this initiative.

We also have designated one of our faculty members as "special assistant to the president" to work with the public schools and the local community college to help ensure that our predominantly Hispanic population—students and parents alike—understand the importance of early academic preparation.

UT-Pan American has set up a "reward system" for area students who take advantage of Advanced Placement examinations and our university concurrent enrollment programs by offering four-year tuition and fees scholarships to those who meet established criteria in these areas.

While these efforts will help create a broader pool of prepared, college-bound Hispanic students, they do not necessarily address UT-Pan American's own specific diversity issues.

Like others in academe, we feel strongly that a diverse student body translates into a broader, more diverse educational experience for the individual student. With a student population that is 87 percent Hispanic, UT-Pan American does not offer its students enough of the intellectual challenges that come from interacting with students from other ethnic groups or from other parts of the nation and world. As such, we are beginning to broaden our own undergraduate student recruitment efforts beyond our traditional service area to attract a more geographically and ethnically diverse student body.

This diversity is already occurring at the graduate level, which has been our major growth area in the last few years. A new Ph.D. program in business administration, with an emphasis on international business, has attracted students from all over the world, and these students, in turn, have shared their cultures, their lifestyles and their intellectual and political beliefs with our own Rio Grande Valley students.

As we have faced the issues of diversity and academic preparedness for our minority population—from the perspective of a minority-serving institution — one thing has become very clear. We in the academic community need to be sensitive to the fact that "diversity" can be addressed — and achieved — in a variety of ways and that each of us, whether at majority- or minority-serving institutions, has a responsibility to share our ideas, our success stories and the problems we have encountered along the way. ■

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Curriculum and Community

There is... a significant body of literature which suggests that serious engagement of diversity in the curriculum, along with linking classroom and out-of-class opportunities, positively affects students' attitudes and awareness about diversity, as well as their commitment to education, and their involvement. The research also shows connections between taking such courses and increased satisfaction with college. The classroom appears to be a powerful [focal point] for intergroup dialogue and learning.

Daryl G. Smith, et al. 1997. *Diversity Works: The Emerging Picture of How Students Benefit.* Washington, D.C.: AAC&U, 36.

Diversity Tip

Claire Moses, chair of women's studies, advises how to set up a program:

- Faculty need to be committed and responsible for the program's survival. This is most easily achieved when faculty are housed in women's studies. Other arrangements that have worked are joint appointments and a program that is funded well enough to buy out faculty teaching time from other departments.
- Administration support is crucial. In some cases, indeed, the impetus for the development of women's studies has come from the top down. Do not overlook this possibility.
- The political climate of the 1970s energized the Women's Studies Program at the University of Maryland. Focus on organizing around the faculty's strengths and arguing for the importance of the new scholarship on women to the academic institution's scholarly and teaching mission.
- Get permission from the Dean to teach interdisciplinary courses.
- Award certificates to students who complete these courses to give recognition in addition to their original majors. ■

While a diverse curriculum had long been encouraged at the University of Maryland, College Park, the report *Promises to Keep: The College Park Plan for Undergraduate Education* institutionalized the process. Adopted by the university senate in 1987, the report was prepared by a committee chaired by John Pease, Associate Professor of Sociology and charged with taking a "fresh" look at the undergraduate curriculum. Arguing for a core curriculum that included at least one course grounded in diversity, the committee noted, "At every point, our goal has been to integrate students better into the intellectual life of this campus; integrate them into the global village our world is becoming... only profound intellectual integration and awareness will prepare our students for their long lives in a changing, challenging world."

Suddenly, with the mandated requirement that each student take at least one course meeting specific diversity criteria, curricular change had become part of the diversity framework. To add action to intention, the next step initiated specific programs, breathing life into the Pease Committee's works. A survey of some specific programs at the university offers additional insight into how a curriculum can accommodate diversity successfully.

Research, Committee Report Prompt Curricular Change

According to the chair of the Women's Academic Issues Committee, which operates under the aegis of the Women's Commission at the University of Maryland, College Park, curricular transformation began with "the clamor of women for the incorporation of women's contributions into courses across the spectrum, as well as the introduction of special courses dealing with women's issues, concerns, and accomplishments." The research-based paper by Bernice Sandler, *Chilly Climate for Women in the Classroom* (1984), written for the then-Association of American Colleges, drew attention to the dismissive way women were treated by their (mostly male) professors on college campuses and prompted women to agitate for action.

At Maryland, then-President John Slaughter authorized the establishment of an oversight committee on undergraduate women's education. The report concluded that: 1) the undergraduate curriculum should be transformed to incorporate the contributions and perspectives of women in all disciplines; 2) the classroom climate must be made welcoming for women; and 3) women should be encouraged to enter disciplines in which they were underrepresented.

A special committee addressed the overall issue of undergraduate education, and its report, *Promises to Keep: The College Park Plan for Undergraduate Education*, was adopted by the University of Maryland Senate in the late 1980s. It called for the first formalized diversity requirement in the core curriculum. Specifically, the committee suggested:

> *Each student should be required to take one three-credit course that focuses primarily on either: a) the history, status, treatment, or accomplishments of women or minority groups and subcultures, or b) cultural areas outside North America and Western Europe... Since we live in a steadily shrinking and interdependent world, a 'global village' increasingly aware of the dangers of chauvinism or parochialism of any kind, it is essential that University of Maryland graduates leave having taken at least one course that will alert them to areas and energies other than those dominant in the traditional Western culture.*

The committee work paved the way for curriculum changes to become part of the diversity framework—in short, *to become institutionalized*. Several programs have resulted from this report, including the establishment of a small grant fund of about $50,000 a year to help faculty develop courses meeting this requirement; special workshops, newsletters providing tips from other faculty and other campuses on incorporating diversity into the curriculum, and training for teaching assistants.

The required diversity courses are, say Maryland administrators, an essential part of the campus commitment to diversity. They define the educated person as one who has a grounding in non-Western as well as Western cultural traditions. "Diverse perspectives provide the basis for the creativity and questioning that produce new ideas," comments Ellin Scholnick, professor of psychology and associate provost for faculty affairs and former special assistant to the president for women's issues.

Women's Studies Leads the Way

"Social and political awareness of the lack of attention to women on campus and within the curriculum" provided the impetus for the development of the Department of Women's Studies (http://www.inform.edu/EdRes/Colleges/ArHU/Depts/WomensStudies/), says Claire Moses, chair. In fact, the department began as a program in the 1970s, long before the Pease Committee issued its report. In putting together the program, faculty first did a survey to determine which courses on women were being taught in all departments. Faculty members teaching those courses were then invited to help initiate a women's studies program.

Moses advises those setting up similar programs to realize that a separate

DO

- Build networks; on campus and outside of campus.
- Find out who your allies are; institutionally, departmentally.
- Bring together all faculty who are interested in curriculum on women and make them centrally involved in the creation of the program (even if going for autonomous program from the start)
- Ask for money to bring in top women studies scholars to lecture
- Have contact with professional organizations: e.g., Consortium for Women's Studies of D.C., MD, and VA; National Women's Studies Association.
- Make the campus aware that no university is complete without attention to and scholarship by or about women

DON'T

- Do not allow yourself to be isolated.
- Do not be inflexible. Know your institution, and do what you are able to do with the resources or support that you have. ■

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Core Curriculum Diversity Tip

From Betty Schmitz. 1992. "Core Curriculum and Cultural Pluralism: A Guide for Campus Planners." *Washington, D.C., Association of American Colleges and Universities.*

There is no one "best" strategy or mix of strategies that will ensure successful implementation of a core curriculum that engages cultural pluralism. In spite of strong leadership, careful planning, collaborative processes, and adequate resources, the core curriculum may not pass, or it may not be fully implemented. Potential pitfalls include shifts in political power within the institution, reorganization of administrative units, loss of resources due to shortfalls or cutbacks, changes in the administration, or well-mounted attacks from opposing groups that result in loss of administrative or faculty support. Success has a lot to do with good timing and with careful maneuvering when the unpredictable surfaces.

DON'T

- avoid essential intellectual and political issues.
- design program goals that are too ambitious for the institution, the faculty, and the students.
- assume support on the part of any constituency (do check it out!).
- rely on token rather than real administrative support.

Curriculum Transformation Project Report

http://www.inform.umd.edu/diversityweb/Leadersguide/CT

Women's Studies Bibliographies on the Diversity Database

http://www.inform.umd.edu/diversity

Faculty and Staff Involvement

http://www.inform.umd.edu/diversityweb/Leadersguide/FSI

department may not be required. If resources are limited, or if the program is just starting up, faculty based in other departments can teach women's studies courses. Minimally, however, a program coordinator should be supported with adequate administrative funds and release from some teaching; funds to hire part-time faculty or provide release time for faculty in other departments are also required to teach an introductory and culminating course as well as several interdisciplinary courses. Women's studies programs have often begun with a coherent program of study conferring a certificate earned along with a degree in another discipline. Support by faculty, staff, and students can, over time, turn a certificate program into a major. Adds Moses, "If the institution is very supportive, you may seek a major to begin with. An institution that takes women seriously will find it important to work on behalf of women's studies."

Curriculum Transformation Project Has Broad Influence

American Pluralism and the Search for Equality

American Pluralism and the College Curriculum: Higher Education in a Diverse Democracy, Association of American Colleges and Universities, 1996.
http://www.inform.umd.edu/EdRes/Topic/Diversity/Response/UMCP/Programs/Academic/description.html

When the Curriculum Transformation Project began in 1989, few could have imagined that it would have such an impact on most parts of the undergraduate curriculum at the university, or that it would help make the university a nationally recognized leader in this arena. At its inception, the project was a response to recommendations from a university-wide committee that studied the educational climate for women students. It concluded that "the undergraduate curriculum... should be transformed to incorporate, in all disciplines, the contributions and perspectives of women... the classroom climate should be

made equitable for women... women should be encouraged to enter those disciplines in which they were underrepresented."

Goals: To help faculty achieve a diversified curriculum by offering opportunities for interdisciplinary discussion about issues of both content and teaching style, and by providing workshops and resources on curricular change.

Organization: The initial emphasis was on gender issues, including the experiences of women of color. The intersection of race and gender later became more explicit and fully developed. The project is funded through the office of the provost but housed in the Department of Women's Studies.

The backbone of the project, and its earliest success, is a series of summer institutes for faculty. Entitled "Thinking About Women, Gender, and Race," the institutes lasted from four to six weeks between 1990 and 1994. The summer 1995-1997 institutes considered "Thinking about Women and Gender in International Contexts." During the institutes, faculty read, discussed materials, viewed films with varying perspectives on issues of diversity and cultural differences, listened to outside speakers and consultants, and received help in revising curricula for their own courses. With external support, faculty from throughout the University System of Maryland were able to participate in these later institutes.

Other project components include faculty study groups throughout the academic year, departmental workshops, and special programs in collaboration with colleges and schools. For instance, in 1995 Project Director Deborah Rosenfelt consulted with the School of Engineering on changing its curriculum to take into account diverse learning styles, to offer more inclusive examples in teaching, and to incorporate diversity and societal issues into the classroom.

Incentives: Faculty participants in the summer institutes, who are selected in open competition, receive a one-month stipend of $4,000.

Resources/Staffing: The Curriculum Transformation Project currently receives funding of $75,000 annually from the Provost's Office. The project, in conjunction with the Women's Studies Program, received a Ford Foundation grant in 1995 that has allowed it to introduce a series of polyseminars and summer institutes on "Women and Gender in an Era of Global Change: Internationalizing and 'Engendering' the Curriculum." Rosenfelt serves as project director. The overall annual budget for the Ford project is about $60,000. The Ford grant supports a half-time graduate assistant. The Curriculum Transformation Project also receives staff support from women's studies personnel.

Evaluation: The project has received positive feedback on many fronts. For example, in recognition of the project's success, the university was selected by the Association of American Colleges and Universities as one of twenty-two colleges and universities in the country to serve as a Resource Institution on curricular diversity. Under this program, Rosenfelt advises other campuses on curricular change.

- rely on any one constituency.
- convey mixed messages about the importance of the core or of engaging cultural multiplicity in the core.
- try to do too much too soon with too few resources.
- proceed in a financial and institutional vacuum.

DO

- develop a collaborative planning process that includes analysis, design, pilot, and implementation phases.
- develop consensus about the need for change.
- clearly define the scope of the proposed core and how it will benefit students.
- include all constituencies in the needs assessment process.
- build ownership among the faculty through consultation at key points in the process.
- set up clear channels of communication between the faculty and the administration.
- secure adequate resources for all phases of the planning and implementation process.
- set realistic time lines.
- delineate lines of authority and accountability for the process.
- build in key decisions points and collect the necessary data to allow decision makers to act.
- respect the integrity of institutional processes and procedures
- communicate regularly with all interested groups. ■

Within the university, the project has received a reputation for "being academically solid," says Rosenfelt. A recent campus review found "overwhelming evidence" that it had changed the content and pedagogy of numerous courses, in areas ranging from journalism to geography, from world literature to business administration. For instance, Phyllis Peres, associate professor of Spanish and Portuguese, reported that prior to the project, in her course on Brazilian culture, she used texts primarily about Brazil. The new format poses an "insider or outsider" problematic to study issues such as gender, race, and the role of religion in the formation of a unique Brazilian culture. James Robinson, associate professor of English, altered his American drama course from a survey format "according to theme or gender or ethnic authorship, with separate units on minorities and women," to one organized around three units, with authors of different ethnic backgrounds, gender, and sexual orientation compared within each unit.

Constraints: As successful as the project has been, Rosenfelt says improvements are still needed. The recent project review indicated that, despite its significant impact on undergraduate education, the project is not uniformly distributed across campus. Women outnumbered men in the institutes, and participants from the Colleges of Arts and Humanities, Behavioral and Social Sciences, and Health and Human Performance were more represented than the professional schools. Least represented were the sciences.

Advice, Future Plans: To set up a curriculum transformation project, Rosenfelt recommends first documenting need and securing top-level support. It is important, she says, to make sure administration has an investment in the project. For example, the president of the University of Maryland, College Park, responding to a recommendation from his Committee on Women's Issues, appointed a blue ribbon committee to make specific proposals for enhancing the status of undergraduate women, and he provided funds to implement them. The Curriculum Transformation Project in its first year was housed in the president's office.

Rosenfelt strongly recommends adequate release time for a project director, because of "the immense time and resources involved." Experienced external consultants can help to get a project underway. The consultant who initially designed the Maryland project, Betty Schmitz, had an appointment as a special advisor to the president on women's issues. Subsequently, this position was institutionalized and filled by a permanent faculty member, whose work continues to link the project to the president's office.

Stressing the project's academic connections is crucial, adds Rosenfelt; a direct reporting relationship to the dean of the college of arts and humanities at a research institution like Maryland helps emphasize this link. "Selling" the faculty on participation is essential. "We have to provide more incentives for faculty to participate," argues Rosenfelt. "Some campuses have made teaching and service on curriculum transformation projects a bigger part of the tenure decision. This may be something for all universities to consider."

Diversity Principles: The project embraces several of the diversity principles. There is, as indicated, an evaluation process that also includes follow-up self assessments on actual classroom change. The institutes' definitions of diversity are broad, thus ensuring inclusiveness. The Pease Report mandated the adoption of a diverse curriculum; this decision, along with such additional administrative support as the budget for faculty participation in the institutes, has ensured the institutionalization of this project.

Afro-American Studies Program Has Strong Research Focus

The social climate, particularly the civil rights struggles of the 1960s, fueled the development of Afro-American studies (http://www.bsos.umd.edu/aasp and http://www.inform.umd.edu/Edres/Colleges/Bsos/Depts/AfroAmericanStudies) at the University of Maryland. Students demanded the formation of such a program, and a committee was established to develop it. The program began, as had women's studies, with a certificate and later developed into a major. Because of its early focus on social analysis and public policy, the program was housed in the College of Behavioral and Social Sciences. In fact, notes Sharon Harley, director, this continuing emphasis, which derived in the early years from the work of then-faculty member, Mary Francis Berry, continues today. Graduates receive a bachelor of arts degree in either cultural and social analysis, focusing on the history, arts, and sociology of African-American communities, or in public policy, a unique curriculum highlighting the socioeconomic and political issues shaping conditions for African Americans in the nation today.

In this decade, the department has moved towards scholarship on the entire African Diaspora and is considering a name change to the Department of African-American Studies and the Diaspora. Both faculty and students, says Harley, are diverse.

A Committee and a Consortium Contribute to Change

Two groups, the Committee on Africa and the Americas and the Consortium for

Sharon Harley, director, afro-american studies program emphasizes inclusion and shared responsibility.

DO

- Make connections with the community. The department offers training for teachers in the region in African-American studies and multiculturalism.
- Stress visibility. The department sponsors numerous conferences and programs and has a student association and the Friends of Afro-American Studies group.
- Be focused—the defining element should be academic.
- Include everyone interested in the planning.
- Develop based on quality research.
- Select faculty according to their scholarship, not race.
- Work like a small campus even when it is a big university.
- Look and plan long term
- Help other ethnic groups on campus do similar things. Cultivate allies.

DON'T

- Do not conduct a program that is reactionary.
- Do not try to be all things to all people.
- Do not exclude people who are not African American. ■

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Race, Gender, and Ethnicity, are also enriching the intellectual atmosphere at the university. The Committee on Africa and the Americas developed from discussions about the African Diaspora among faculty from the Colleges of Arts and Sciences and Behavioral and Social Sciences. Based on the group's interest in developing an interdepartmental and intercollegiate initiative on the histories and cultures of people of African descent, a program with extracurricular and research elements began to evolve. Committee Co-Chair Carla L. Peterson admits that the committee's non-programmatic status and loose structure pose some problems. Also hampering progress are the difficulty in reaching the undergraduate student population and the lack of many models at other universities.

At present, the committee is building support through lectures, panel discussions, guest performers, film series, research and travel grants, and other campus activities. It works closely with the faculty and graduate students from many different departments, including the Afro-American Studies Program, the Comparative Literature Program, and the departments of geography, government and politics, history, Spanish, and Portuguese. According to Peterson, "Housing the committee in a friendly department is crucial to survival."

Bonnie Thornton Dill, professor of women's studies, describes the Consortium on Race, Gender, and Ethnicity as "a work in progress." The consortium's goal is to develop a research center concentrating on the interrelationship among these three areas. Currently, the effort is being built around a group of faculty who are connected by overlaps in their research and who can get combined grants. Dill has observed that developing a research center can either begin with grants, which are then used to create the center, or with administrative seed money, which can then help attract grant dollars.

Asian-American Student Union Launches Project

The Asian-American Student Union was the catalyst for the creation of the new Asian-American Studies Project. The students took their concern about the lack of courses in this area to the administration, which granted approval for the development of a course on the Asian-American experience. Students in the course, taught by Sangeeta Ray, associate professor in the English department, then formed a group they referred to as Working for Asian-American Studies Program (WAASP).

The provost's office provided start-up funding of about $50,000 for the project and appointed a chair, who then developed a proposal for an undergraduate certifi-

Diversity has been a buzzword for so long at this university that sometimes the meaning gets lost in the translation. As a member of several ethnic, social, and political organizations at the University of Maryland, I've seen different interpretations of the word "diversity" at work. Diversity has been translated into food fairs and cultural awareness events, which I have organized for groups like the Filipino Cultural Association. While it's great that the campus comes together and shares their cultural experiences with one another during these events, it's not nearly enough. Diversity has to be brought to the heart of the university: its curriculum.

The Asian-American Student Union and its student task force, "Working for an Asian-American Studies Program"(WAASP), have been working for three years to get a program implemented. At this writing, it has taken several protest rallies and much pressure on the administration to even get their attention. President Kirwan appointed a task force to draft a report and we only recently submitted it to the provost for review. It should not take three years to respond to such an important and urgent need for diversity in education. ■

STUDENT LEADERSHIP

Cookie Hiponia
Senior journalism and Chinese major
Public Relations Chair, WAASP

cate program. "The weakness at this point was lack of an official committee that would involve input from all over campus," notes Ray. "There were also questions about whether we should focus on the Pacific Rim or only on the Asian-American experience. More campus-wide input would have helped at this stage."

Eventually, a task force was created that recommended a 21-credit certificate program, with a director and five faculty lines in the next five years. A formal evaluation of the new program will take place in three years. Meanwhile, reports Ray, efforts are being made to ensure that the program will appeal to a wide variety of students, and a fund raising initiative, with a focus on Asian-American alumni and businesses, has begun.

Committee on Religion and Culture Explores Another Aspect of Diversity

Creating a "neutral space" on campus where people can examine religious issues in a scholarly forum and enhance understanding is one of the chief goals of the Committee on Religion and Culture, housed in the department of history. Miles Bradbury and Bernard Cooperman, former chair of the Meyerhoff Center for Jewish Studies, founded the committee, which works closely with numerous campus groups and the office of the chaplain. It has sponsored lectures and conferences, including a conference on peace and religious diversity held in commemoration of the death of Gandhi, and assisted in the development of courses dealing with aspects of religion. One especially popular and noteworthy course is "The Spiritual Heritage of the Human Race: An Introduction to the Study of World Religions," taught by Suheil Bushrui, Baha'i Chair for World Peace and professor in the university's Center for International Development and Conflict Management.

The course "teaches students to celebrate diversity, promote it, and be aware of its challenges." Notes Bushrui, "The primary purpose is to foster an understanding and appreciation of humanity's rich spiritual heritage." Students examine various religious traditions in the context of the world's religious history, seeking commonalities among beliefs, as well as differences. In the process, they "gain a deeper understanding and appreciation of their own identity while recognizing the worth and contributions other religions give to society."

Examining diversity issues from religion to Greek life, new certificate programs, majors, and departments are not the only ways to change the curriculum. Department leaders also are charting new paths. On a smaller scale, individual faculty at the university work within their departments and schools or colleges

to increase diversity. For example, Robert Yuan, professor of microbiology, decided to build student sensitivity to a diverse workplace and develop interdisciplinary courses in the sciences. He developed team projects in science classes that involved diverse groupings of students (by race, ethnicity, gender, GPA, and academic major), with grades dependent upon team work, and he worked with his colleagues to develop cross cultural courses. Among the latter were Biology in Cultural Context, a series of case studies, and Biotechnology in Asia, combining biology, technology, and Asian culture.

Centralized Programs Work on Classroom Changes through the Center for Teaching Excellence (CTE)

Experiencing Campus and Curricular Programs
http://www.inform.umd.edu/diversityweb/Leadersguide

Student learning styles and the strategies that enable faculty to teach effectively to such varied learning styles and diverse backgrounds, form the main focus of the Center for Teaching Excellence. CTE, which was founded in 1990, was created in response to recommendations in several campus reports that identified a need for renewed campus emphasis on undergraduate education.

All aspects of CTEs activities reflect the central commitment to diversity—from specific programs aimed at enhancing diversity and multicultural goals, to integrating diversity-associated learning goals into every CTE-sponsored program. CTE projects are designed to work together to improve faculty teaching skills, in turn improving the overall climate of the university. Specific examples of CTE projects that strive to enhance diversity include:

Classroom Climate Project: A campus-wide faculty development program on classroom climate is designed to assist departments and programs in facilitating "diversity-friendly" teaching strategies. This project, mandated by the Greer report on campus climate, has sought to overcome classroom-based factors which contribute to a "chilly climate" for some students and which may be remedied by particular approaches to teaching. Almost all campus academic units have participated in this project during the past seven years.

Instructional Improvement Grants: This small grants program, which supports faculty proposals to improve teaching and learning, includes a dedicated priority to enhancing diversity goals through design of new courses to help meet

the CORE diversity requirement, to modifying teaching strategies for the purpose of creating more equitable and learner-centered environments.

Workshops and Conversations: In this ongoing series of campus-wide programs, there are sessions specifically devoted to "showcasing" faculty approaches to enhancing diversity goals in their classes and integrating diversity-oriented components in syllabi and course designs.

Graduate and Undergraduate Teaching Assistant Training: CTE conducts training programs for graduate and undergraduate TAs which include dedicated modules that specifically focus on diversity and classroom climate issues.

Diversity Initiative Advisory Board: Participation in the advisory board to the Diversity Initiative on the Maryland campus helps ensure that teaching and learning issues are seen as integral to diversity-focused projects and vice versa.

Co-sponsoring diversity-related projects: By reaching outside of CTE, the staff can add resources and information to the diversity efforts of other projects on campus, thereby expanding access to potentially interested faculty. One current effort, jointly sponsored with a unit in behavioral and social sciences, is to mount a national "education summit," devoted to teaching for values and human cultural diversity.

Models: In designing a plan for the center, the committee chairs looked at similar centers at Ohio State, Texas A & M, the University of North Carolina-Chapel Hill, the University of Texas, and the University of Washington. The purpose was to see how other large, public, research universities designed faculty development centers to meet the needs of a diverse, challenging, and changing student and faculty population.

Goals: CTE seeks "to support the campus-wide efforts to enhance and reform undergraduate education and to offer tangible assistance to individual faculty and TAs as well as to the departments and colleges in which they work." By assisting faculty with teaching skills, the center's programs help them more effectively reach a wide spectrum of student learning styles.

Organization: At the start, says Jim Greenberg, center director and a longtime faculty member and administrator in the College of Education, CTE took as its foundation "the notable accomplishments of outstanding individuals, departments, and college units that have consistently shown leadership in exemplary teaching and learning efforts." It then built on that foundation by offering tangible and responsive services to meet and support teaching and learning needs on campus. In particular, the center chose four major focus areas and developed programs around each:

1. Teaching programs for faculty and graduate teaching assistants. Programs include workshops on teaching methods, campus-wide conversations on issues critical to teaching and learning, sessions bringing together faculty members and those responsible for TA training to share ideas on

common teaching and learning problems, and consultations on teaching issues.

2. Empowering students to "become active participants in their own learning," and helping teachers to promote more student-centered learning. Among other efforts, the Undergraduate Teaching Assistant program has been a model that facilitates enhancement of the student's active role in the changing teaching and learning climate.
3. Conducting and disseminating research on teaching and learning. CTE disseminates information and collaborates with faculty on joint research and development projects. As an example, the New World Courses project and evaluation research details innovative small group approaches to teaching calculus.
4. Evaluating and rewarding effective teaching. The center has been especially active in promoting positive and visible recognition for campus teachers and their teaching efforts. The nationally acclaimed Celebrating Teachers program, the Lilly-CTE Teaching Fellows, and the Departmental Excellence Awards are among notable efforts.

CTE also works to develop policies that provide more recognition to the role of teaching; to consult with academic units and individuals on strategies for evaluating courses, faculty, and instructors; and to support academic units in their reward systems for faculty and teaching assistants.

Resources/Staffing: In addition to regular university funds, occasional external funds are the revenue sources for the work of CTE. The center is under the administrative umbrella of the associate provost and dean for undergraduate studies, and its staff includes a half-time director, graduate assistants, and part-time secretary, along with a small number of undergraduate student assistants (depending on availability and budget).

However, it is noteworthy that the CTE has built an infrastructure of alliances with units across the campus. The result is a broad and genuine campus-wide collaboration dedicated to improving teaching. Specifically, the center sponsors joint programs with academic instructional technology services, the libraries, the service learning initiative, and the Diversity Initiative. Almost every individual college on the campus shares the cost and effort to enhance teaching and learning quality.

Evaluation: The improved quality of teaching, as measured in student and administrative evaluations, is one measure of the center's success, as is the national and international recognition accorded its accomplishments. From a mailing list of over 1,800, there are faculty, administrators, teaching assistants, and others eligible to participate in workshops and innovative programs. These people provide positive evaluations to individual and ongoing program efforts.

Advice, Future Plans: "We need to give more credit for teaching as well as research," notes Greenberg. "This is one way to make sure that faculty get the message that they must adjust to a more diverse student body, to recognize that people do have diverse needs and learn differently. The gap for some minority groups in graduation is not an ability gap; we need to equate good teaching with diverse teaching."

Diversity Principles: CTE's establishment institutionalizes the university's commitment to the combination of teaching excellence with diversity.

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Outreach Programs Serve the Community

Universities exist within civic communities, and community outreach is an important part of the diversity structure. This section reports on some specific programs with strong community input and involvement and depicts the impact a university's commitment to diversity can have on the world around it.

Engineering Reaches into the Public Schools with E =MC²

In a neighboring low socioeconomic status community, first- through sixth-graders are seeing mathematics and science in a new light, and University of Maryland students are gaining a greater understanding of diversity and social issues. They are part of the two-year-old Engineering = Maryland Community Collaboration ($E=mc^2$) program (http://www.inform.umd.edu/EdRes/topic/Diversity/response/UMCP/DAIP/DAIP1995/Acad/Colleges/Engineer). The service learning program is a community/university partnership between, on the one hand, the School of Engineering, the Community Services Programs, and College Park Scholars (a program for academically-gifted undergraduates) and Paint Branch Elementary School. Ninety-five percent of the children who participate represent minority groups.

Goals: The program seeks to:

- encourage young children to develop an interest in mathematics and science through hands-on activities;
- give engineering students a chance to use academic material in an innovative way;
- encourage responsible citizenship;
- provide mentor or role model relationships for "at risk" children;
- allow university students to have meaningful, reciprocal learning experiences with people in different communities; and
- establish a model of service learning in the academic arena.

Organization: The initiative grew out of the involvement of Lisa Tenly, coordinator of community service programs, and Susan Burton, assistant program coordinator, Women in Engineering Program, with a local neighborhood organization. The women proposed a pilot program as a community/university partnership, based on a model called "You Can Make a Difference," developed by the National Community Service Program. Undergraduate engineering student coordinators recruit other engineering students to participate, train the volunteers, and conduct ongoing reflection and analysis sessions so that the students will link theory about community issues with understanding of their experience in real life.

During both the fall and spring semesters, the student volunteers meet weekly with the children, who are divided into separate groups for first- through third-graders and fourth- through sixth-graders to maximize one-on-one mentoring opportunities. Activities range from constructing a balloon mobile to visiting a computer lab. During the spring semester, the students help the older children complete their science fair projects.

Incentives: For Maryland students, the rewards have come from such experiences as, in the words of one, "watching the girl that I was working with on the science project get excited about science." Another recalled, "I was part of a program like this when I was young, and I believe it helped me greatly. Now it's my turn to help." For most, the program increased their interest in community service and their plans to become more involved in the future.

The Paint Branch students have been equally enthusiastic. "I like everything we did!" said one, while others expressed their enjoyment of working with computers and "having fun" while doing science.

Resources/Staffing: Financial support has been provided by the Maryland Space Grant Consortium, Annenberg Foundation, Engineering Coalition of Schools for Excellence in Education and Leadership, and the University of Maryland. The total budget for the 1996-97 academic year was $8,575, including the salary of a graduate assistant; engineering student stipends; publication of a training manual, flyers, and applications; and activity materials.

A graduate student from the Women in Engineering Program supervised two student coordinators, who, in turn, worked with about fifteen engineering student volunteers.

Evaluation: Engineering student volunteers took a pre-test survey at the beginning of the semester to determine their experience with community service projects, their reasons for choosing to volunteer, and their expectations. A post-test survey was administered at the end of the program. Paint Branch students filled out a student assessment at the program's conclusion. Survey results indicated that the program was successful in providing engineering students with opportunities to work with and understand diverse populations and to act as positive mentors and role models. The student assessment survey showed that the experience was an

equally positive one for the Paint Branch students, who increased their interest in and understanding of science and math and gained effective role models.

Advice, Future Plans: As a relatively new program, $E=mc^2$ continues to evaluate and revise its offerings to better meet the needs of both University of Maryland, College Park, and Paint Branch students. Suggested improvements include a campaign to recruit more Paint Branch students, additional volunteer time at the school, and an entire day devoted to computer usage.

Diversity Principles: The program represented an institutional commitment to the community in a partnership model emphasizing inclusiveness and shared responsibility.

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Academy Trains Future Leaders

The Academy of Leadership—formerly the Center for Political Leadership and Participation—(Academy.umd.edu/Academy/), under the direction of Georgia Sorenson, has been a pioneer in developing leadership on and off campus for a variety of audiences. In 1993, the academy inaugurated CivicQuest, a leadership training program in partnership with a neighboring high school that has a 70 percent ethnic minority population and a low percentage of students going on to college. The idea was to develop and teach a leadership training curriculum to high school students; the goals were developing student leadership potential and inspiring students to succeed academically and thereby become motivated to attend college. University faculty worked closely with high school administrators, teachers, and parents; students were brought to campus for special activities. The first group of forty-five students enrolled in the leadership curriculum graduated in 1996, receiving a total of $700,000 in merit-based financial aid for college. A member of the graduating class—and a CivicQuest student—was admitted to Yale University. With a grant from the U.S. Department of Education, the effort, says Sorenson, has been expanded to the development of a leadership studies curriculum for kindergarten through grade twelve.

In addition to CivicQuest, the academy offers an annual one-day leadership training conference on campus for ninth- and tenth-grade student leaders and potential leaders. The focus is on making students aware of the leadership skills they already possess and helping them identify ways to effect change on their own campuses.

The academy extends its leadership offerings to adults in the community, too. The Community Action School provides grants for grassroots organizers from three selected communities across the nation each year. Throughout the year, university faculty members work intensely with community leaders on site, providing training in political advocacy, civic participation, campaign skills, leader-

ship and ethics, grassroots organizing, and media management. A conference in the summer brings together the leaders from the three communities to exchange ideas and strategies.

Promising women and African-American leaders benefit from the Women's Political Leadership Program and the African-American Leadership Project. The women's program, says Sorenson, seeks to increase the profile and influence of women in public office both in the United States and abroad. The program begins with a one-day session for women who are, or are thinking about becoming, candidates for political office on the local, state, and national level. A smaller pool of applicants is then selected for a year-long program, which includes work with both faculty and prominent Washington, D.C.-based political consultants. The result, notes Sorenson, is that "some decide to run and are successful; others choose not to. All, however, become empowered to advance women's issues overall."

Political leadership is part, but not the sole focus, of the African-American Leadership Project (http://Academy.umd.edu/AALP/), designed to enhance the performance of established, emerging, and potential African-American leaders. The program provides access to information and research, along with training in modern leadership and management skills for selected candidates from the local community as well as regionally and nationally.

Minority Business Plan Identifies Vendors

In relationships with the business community, the university also emphasizes its commitment to diversity. "We have a very proactive minority business outreach initiative. In fact, in 1996-97, we contracted $21 million of work to minority businesses," says William Armstrong, assistant director for construction purchasing and minority business outreach. He adds that the Minority Business Enterprise Plan (http://www.oma.state.md.us./) involves working with the governor's office of minority affairs, placing notices in trade publications that reach minority businesses, attending special events and fairs, and establishing "strategic partnerships" with groups such as the Maryland Minority Contractors Association and Hispanic Contractors Association, all in order to identify and retain more minority vendors.

All construction contractors who do work for the university are held to the same high standard as the rest of the campus community, points out Sylvia Stewart, associate vice president for administrative affairs. "We tell those with whom we partner what the rules are: discrimination, harassing language, and the like, are not permitted. A contractor knows that if its employees harass or make discriminatory comments to anyone on campus, we will cancel the contract. We have values as a community related to diversity, and we expect all who come to our campus to honor them."

The University of Washington's School of Business Administration launched its Business and Economic Development Program (BEDP) in 1995 to meet the needs of African-American, Hispanic, Asian and Pacific Islander, and Native American small business owners in economically distressed communities. We recognized that, while we had programs directed to large corporations, we did not specifically target small business owners and people of color who owned small businesses.

The BEDP is a means of ensuring that people of color who own entrepreneurial, growing, and established small businesses have access to the advanced business education and assistance they need to be successful. At the same time, this program provides our faculty with the information they need to develop and redevelop courses so that our enrolled students understand the realities of small business management. And it is a place for applied and theoretical research in areas of minority-owned businesses and inner-city economic development.

LEADERSHIP STATEMENT

William D. Bradford
Dean
The University of Washington
School of Business Administration

The BEDP is supported by corporate leaders in the Seattle area as well as community-based organizations in our target communities. This partnership with business school faculty and staff is helping to examine the content of our small business management classes. Equally as important, our community and corporate partners are learning more about how the university operates. These partnerships are altering curriculum, broadening our research agenda, and helping us to be a part of the city's work to create a vibrant economy for all residents. ■

Intercollegiate Athletics Promotes Coaching Diversity

On the playing fields, as well as in the classroom and across the campus, diversity is an institutional priority. "On many campuses, athletics is often considered a world apart—exempt from the usual rules and priorities," observes Armstrong, who also serves as chair of the Black Faculty and Staff Association.

Nationally, the lack of diversity in coaching staffs for sports such as college football, where minority students constitute the majority of players at many colleges, has resulted in a call by the Commission for Fairness in Athletics and the Black Coaches Association for high school recruits to boycott institutions that do not consider African Americans for open head coaching positions. In the University of Maryland's Department of Intercollegiate Athletics, positive steps have been taken to diversify the coaching staff, especially in football and basketball. A highly visible sign of the university's commitment to this area is the presence of Deborah Yow, the first woman director of athletics at the university and one of the few women to hold such a position at a Division I school. "Deborah's presence sends an important signal," says Armstrong, "but, more importantly, she has done very well in increasing the diversity of the coaching staff."

The intercollegiate athletics department joined with the Academy of Leadership to design "Team Maryland" (http://www.academy.umd.edu/teamMD), a community service program utilizing university student athletes. Each semester, twenty-five student athletes, representing diverse backgrounds and sports, sign on to the team in order to promote positive role models to teenagers in the community. Carrying the message "You Can Make It Happen," Team Maryland members make group presentations and provide mentoring at sixty-five metropolitan schools. Recently, the team received corporate sponsorship from AT&T, enabling it to further extend its mission. Team Maryland is the only academically sanctioned outreach program for student athletes in the country, and it has been named the NCAA Outreach and Community Service Program of the Year, along with receiving both the ACC and United Way outstanding service awards.

Diversity Database Uses Technology to Extend Resources to the Community

Five university units—the Office of Human Relations Programs, University Libraries, College of Library and Information Sciences (CLIS), Administrative Computer Center, and Online Information Resources in Academic Information

Technology Services—have joined together to develop and maintain the Diversity Database (http://www.inform.umd.edu/Diversity/). Originally, the campus-wide information system housed a women's studies database, but it had no other components on diversity. Lida Larsen, coordinator of Online Information Resources at Academic Information Technical Services (http://www.aits.umd.edu), decided to "grow" a database from an already-existing database. She used the Diversity Initiative's definition of diverse groups as her guide and assigned a student staff member to work on the project part-time. To supplement the technical expertise of her staff, Larsen solicited content and support from others on campus.

To facilitate the search for content, a committee was established from several interested campus units mentioned above. Through the resources of these units, funding was pieced together to hire a graduate student to manage the database, and "content" faculty were identified to help establish areas of diversity on the database. At present, the database includes 10,947 titles and 352 directories containing announcements; bibliographies; book, film, and media reviews; calls for papers; campus resources; conferences; employment opportunities and information; fellowships, grants and scholarships; government and politics; internet resources; listservs; program development and support; issues in general diversity; reading and reference rooms; and syllabi.

Accountability for the project is vested in the steering committee and the graduate student who maintains the database. "We evaluate the site by tracking the number of hits, which range between 190,000 to 290,000 a month," Larsen reports. "We are looking at ways to evaluate the site's use and effectiveness and to expand its content." ■

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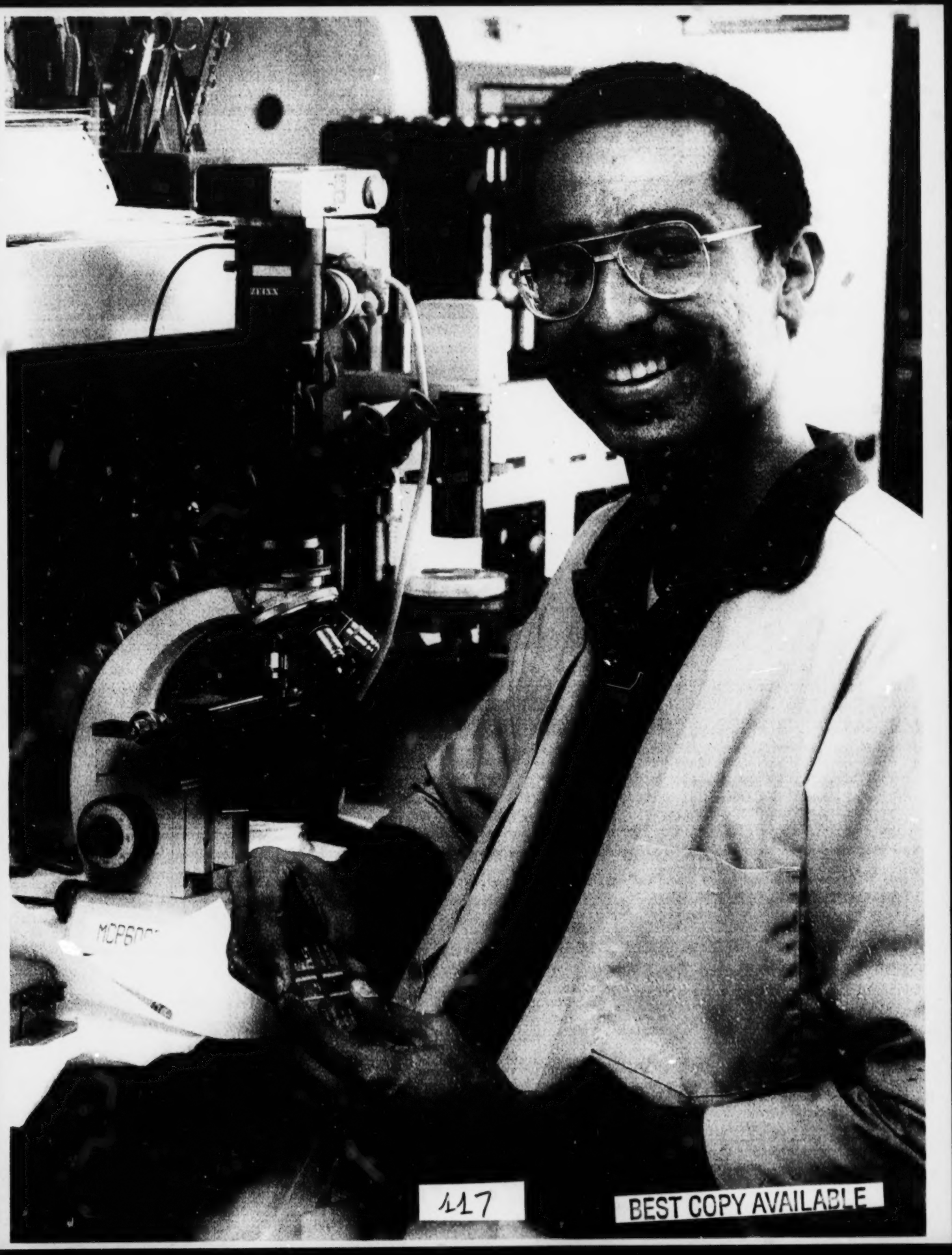

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Involving Faculty, Staff, and Students

The research indicates that there has been a broad range of curricular approaches that include multicultural perspectives. Whether the approach is one that is campus-wide, one that is included in the general education requirements, or one that is more extracurricular, the results seem to be consistent:

1. The inclusion of cultural diversity content and perspectives in coursework has positive effects on critical thinking skills and knowledge acquisition;
2. Faculty involvement plays a key role in students acquiring more empathic and complex ways of thinking about difference and in reducing bias against particular individuals or groups;
3. Cocurricular educational programs are also effective in creating awareness and reducing prejudice but are more effective if conducted on campuses that have such an emphasis in the curriculum as well; and
4. Pedagogical approaches that involve students working together across differences and on a common learning goal are also effective. Such approaches as cooperative learning, service learning and collaborative learning communities have a strong record of facilitating intellectual complexity and multicultural competencies.

Daryl G. Smith, et al. 1997. *Diversity Works: The Emerging Picture of How Students Benefit* Washington D.C.: AAC&U, 36-37.

Last summer, at a roundtable discussion on campus diversity at the Ford Foundation, I and other academic leaders acknowledged that the nation's colleges and universities have eliminated most, if not all, of the patently obvious barriers to campus diversity. At the same time, we acknowledged that today we are faced with a number of subtle barriers that are equally damaging, if less conspicuous.

Gallaudet is no stranger to toppling obvious barriers. In 1988, our university, which was founded 124 years earlier to serve deaf students, had yet to have a president who was deaf. When the president at the time announced his resignation, a movement commenced to replace him with a deaf person.

LEADERSHIP STATEMENT

I. King Jordan
President
Gallaudet University

A short list of two deaf candidates and one who was hearing was presented to the Board of Trustees. I was one of the former. When the board announced that the hearing candidate had been selected, Gallaudet students, faculty, staff, and alumni protested by closing down the campus. "Deaf people are not ready to run the university," said one member of the board. Five days later, under intense pressure from the campus community and supporters all over the nation, the board overturned its decision and appointed me president.

Such blatant paternalism is no longer a barrier to deaf people. The "Deaf President Now" movement (DPN, as we call it) changed forever how deaf people perceive themselves and are perceived by others. Now the issue is not *if* deaf people (or women, African Americans, Hispanics, Asians, people with disabilities, etc.) are "ready" to be college presidents, deans, department chairs, or full professors. That battle has been won. Today's barriers are more elusive, and just as repressive.

At Gallaudet, and certainly at other colleges and universities, today's challenge is to help faculty, students, and staff realize that adhering to the "letter of the law" is not sufficient. It's not enough to seriously recruit African-American and Latino students and faculty (as well as, in Gallaudet's case, those who are hard of hearing, have cochlear implants, or who arrive without sign language skills), if we fail to create for them a learning and living environment that is welcoming and nurturing.

I believe that attitude is the foremost factor in determining whether or not such an environment exists on a campus. If decision makers and those who work closely with students harbor the attitude that "we've done as much as we can" when it comes to the "diversity thing," then even the best planned programs are doomed. Sure, people will continue to play the numbers game, but our campuses will never become truly inclusive.

This is why I have initiated a series of conversations at Gallaudet (we call them "fireside chats"). These informal gatherings, which I lead, provide faculty, students, and staff with a time and place to focus on those things (including attitudes) that are either helping or hindering the pursuit of our diversity goals.

I realize these chats are not a solution—talk never is—but lack of communication is one of those persistent barriers that we tend to dismiss, even though the naming of our problems has to happen before we can eliminate them. It is the first step on the road of continuous improvement that will make our campus communities better for everyone. ■

Surveys of graduate students, President Kirwan notes, have shown that they cite the opportunity to study in a diverse environment as "one of the most attractive features of a graduate school," and Reginald Wilson, senior scholar at the American Council on Education, has observed that "high academic achievement without cultural diversity and affirmation is a barren victory and... not by itself an experience of excellence" (*Liberal Education*, January/February 1991).

And yet, to achieve the kind of environment described above, good intentions, and even a good basic working blueprint, are far from enough. Realizing diversity goals for faculty, staff, and students takes many measures, large and small.

Programs Aim to Improve Overall Climate

The Effects of Race and Type of Institution on the College Experiences of Black and White Undergraduate Students Attending Thirty Predominantly Black and Predominantly White Colleges and Universities
http://www.inform.umd.edu/diversityweb/Leadersguide/DREI/Rabstracts.html

For faculty and staff, such programs as the Ombuds office, grievance mediation, and sexual harassment training contribute to making the ideal a great deal more real in their daily lives.

At Maryland, the Ombuds office grew from faculty and staff dissatisfaction with the inability of the campus senate, because of its process structure, to settle faculty grievances in a timely fashion. The office functions as a mid-level operation, aimed at helping settle informal grievances. Ombuds officers generally discuss options with the disputing parties and help plan interventions. The philosophy is "to help the disputing parties help themselves."

There are two ombuds officers on campus—one for faculty and one for staff—and each is appointed for three years, with the possibility of one additional year. Although there are no specific criteria for ombuds officers, they generally have some training in mediation as well as listening and conflict management skills—and patience. Faculty and staff apply for the positions, which are half time, through the senate's executive committee. The officers can deal with academic freedom issues, salary concerns, working conditions, and other disputes that occur among administration, faculty, and staff. They cannot, however, handle promotion and tenure procedures or sexual harassment, since other committees are in place to deal with these.

DiversityWeb: Institutional Vision, Leadership, and Systemic Change
http://www.inform.umd.edu/diversityweb/Leadersguide/ILSC/

Campus Compliance Officer Laura Keohane, housed in the Office of Human Relations Programs (which reports to the president), handles the processing of claims of discrimination against members of the university community. Federal law requires the processing of discrimination complaints on all university campuses; the university set up its complaint resolution system and campus compliance officer position in 1976. Keohane, an attorney, investigates any allegations of discrimination. As a matter of policy, she will even consider complaints from those who cannot clearly define the discrimination but feel they have been treated unfairly or arbitrarily. As she points out, "Depending on the circumstances, either type of allegation (specific or general) could initiate a human relations investigation." This broad policy works to the benefit of the office.

The office's administrative location is also advantageous. "Because our office is self-contained within the office of the president, I am ideally positioned to be a neutral, impartial investigator and dispute resolver." This administrative isolation poses problems, as well. "I have the power to advise, but no direct power to fire, hire, affect a budget, or discipline a student or employee," says Keohane.

Centralized v. Decentralized Training Highlights Sexual Harassment Program

Sexual Harassment Prevention Program
http://www.inform.umd.edu/CampusInfo/Departments/OHRP/sexharass.html
Sexual Harassment Prevention Training
http://www.inform.umd.edu/Topic/Diversity/Response/UMCP/Programs/Training/Sexual

All colleges and universities must have a policy and program combating sexual harassment, in compliance with Title IX of the Civil Rights Act of 1964 and court rulings. On a campus the size of the University of Maryland, College Park, the need for training is great; the resources are limited. At the university, sexual harassment training is based in the Office of Human Relations Programs, and education is a key component of the effort. The office has written and distributed a manual on sexual harassment and has set up a training program and sev-

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eral other activities to heighten awareness of sexual harassment issues on campus.

One of the most successful aspects of the Maryland program is its two-tier training system, established in response to an overwhelming demand for training that exceeded OHRP's resources. The two-tier, or "train the trainer," approach, involves training a first group which then conducts training workshops for other members of the community. Volunteer trainers were initially faculty, staff, and graduate students; recently the program has been expanded to include peer training for undergraduates.

In order to attract trainers, OHRP emphasizes the opportunity for professional development, service to the community, and networking with those from other sectors of the campus. Students receive information about the program through their residence halls, fraternities and sororities, and classes. Volunteers undergo a two-day training program. They are asked to make a one-year commitment and to do about two workshops a semester. Volunteer trainers work in pairs; the workshops they conduct are each about two hours long. Training for faculty, staff, and graduate students focuses on legal issues, supervision, and the handling of complaints, while undergraduate training pays more attention to relationships. For example, one session is titled "But I thought I was flirting."

About 125 people have been trained thus far, and they, in turn, have trained about 8,000. The major challenge, says OHRP Director Gladys Brown, is to coordinate and manage the team of highly competent and motivated volunteer trainers. The office must ensure that requested workshops are provided, that training sessions and workshops are adequately publicized, and that all materials are up-to-date. Trainers receive additional professional development at least once each semester, and they get a quarterly newsletter.

A graduate student handles coordination of trainers and workshop requests, and an effort is made to match trainers with their audience, for example, a faculty team for a faculty workshop. Most training teams are diverse, consisting of a man and a woman and some mix of race and ethnicity. New trainers team with experienced trainers. Evaluation forms are distributed to all workshop participants.

Each April, OHRP further draws attention to sexual harassment through Sexual Harassment Awareness Week, which includes numerous activities related to a specific theme, such as racism and sexual harassment.

'Writer's Block: Disability on Campus.' Staff Respond to Need with Special Video

Writer's Block: Disability on Campus
http://www.inform.umd.edu/EdRes/Topic/Disability

Three interviewers, screening candidates for admission to an organization for talented writers, become more chagrined as each candidate makes his or her entrance. There is the paraplegic who "seems arrogant" because she remarks on the inaccessibility of the office, the blind woman who makes them uncomfortable, and the hearing-impaired individual who exasperates them because they must accommodate to her lip-reading. These three are, the interviewers agree, "losers." At last, an acceptable candidate walks in and they enthusiastically encourage him, only to find out at the end of the interview that, because of a learning disability, he's a writer who must tape record, rather than write, his work.

The final candidate awakens the interviewers to their prejudices by his statement, "You do not know how some people react when they find out you have a disability before they get to know you," ringing in their ears.

The participants in the above scenarios are all actors in the video "Writer's Block: Disability on Campus." The project originated from conversations among three staff members in the university libraries who saw a need, and decided to do something about it. Each of the three had a strong interest in the Diversity Initiative, and a personal or professional interest in disability. And all agreed that this area of diversity was all too frequently ignored.

Goals: The video seeks to celebrate diversity on the campus and in the workplace, and, by highlighting some of the social obstacles and prejudices encountered by students with disabilities, to generate discussion and raise awareness.

Organization: After acquiring additional volunteer support from others with production skills, the group put together a proposal, a budget, and a timeline, and applied for a University of Maryland Diversity Initiative grant. A local, small nonprofit group helped with script writing, and the rest of the group quickly sought to learn as much about film making as possible and to recruit a director and cast. One of the group convinced an acquaintance from a production class to direct, and flyers were sent out asking faculty, staff, and students to audition for specific roles, including:

- European-American male
- African-American female
- Asian-American male
- paraplegic European-American female
- blind African-American male
- deaf European-American female

- learning-disabled Mexican-American male.

Such specific type-casting did create some negative reactions, Linda Sarigol, non-print media coordinator for the library and one of the original planners, admits, "We had to explain to people that we were being so frank because of what we were seeking to do. Ultimately, they understood."

Incentives: Participants received unofficial release time. Supervisors were very supportive of the project. Sarigol was given a merit award by the university libraries. Everyone who came in to audition or expressed interest ended up being involved in the cast or crew, and all involved received free copies of the video, along with, says Sarigol, "plenty of food during production and a great deal of verbal praise."

Resources/Staffing: Funding came from a university Diversity Initiative grant of $1,500, plus in-kind matching funds (staff and equipment) from the libraries. No single individual was committed to the project full-time. Over fifty volunteers participated, as described above. Braille scripts were prepared by an off-campus group that charged a nominal fee, and students at neighboring Gallaudet University provided closed-captioning for the final video, also at a reduced rate.

In addition to being used for freshman orientation, staff and faculty workshops, and by other area universities, hospitals, churches, and Prince George's County, the video is being advertised to such organizations as the American Library Association. "We do not expect to make money," Sarigol emphasizes. "We want to cover the cost of reproducing the tape."

Evaluation: The video represents "a labor of love by talented amateurs using borrowed equipment," says Charles Lowry, dean of libraries. "The effort has received high praise from those with and without disabilities who have seen it, and its showings, to standing room only crowds, have engendered good discussion," Sarigol reports.

Constraints: Vague lines of responsibility, inexperience, time constraints, and lack of a permanent studio during shooting (the set had to be completely broken down each day) were among the problems encountered. "Good humor and dedication helped compensate," says Sarigol.

Advice, Future Plans: "To do a project such as this, which relies on departmental support and minimal actual funds, regular meetings are essential, as are superior organization and the ability to shift between plans and alternate plans," advises Sarigol. "Try to keep the workload as evenly distributed as possible, and keep divisions of duties clear to avoid stepping on others' toes. Be aware of group dynamics, and keep the lines of communication open. Finally, if your budget is small, be realistic about what you can, and cannot do; and keep in mind that total commitment and belief in an idea can make it work."

Diversity Principles: Shared responsibility, accountability, and inclusiveness were crucial to the video project's success.

Contact: Linda Sarigol, (301) 405-9236 (ls5@umail.umd.edu); Allan Rough, (301) 405-9225 (ar21@umail.umd.edu)

The City College of New York was founded 150 years ago to offer access to quality higher education to the children of the poor and immigrants who would not otherwise be able to attend college. That is still the mission of CCNY.

Today's students, like their predecessors, are primarily drawn from the ranks of the poor, immigrants from around the world, underrepresented minorities, and working adults. Over half of City College's 12,500 undergraduate and graduate students were born abroad, coming from ninety countries. Among undergraduates, approximately 38 percent are black, 31 percent Latino, 16 percent Asian, and 11 percent Euro-American.

LEADERSHIP STATEMENT

Yolanda T. Moses
President
The City College of New York (CUNY)

Clearly, this demographic profile makes City College one of the most diverse educational institutions in the nation. I believe that as an intensely concentrated microcosm of American diversity, CCNY has the opportunity, and the responsibility, to show that pluralism and multiculturalism are valued, unique, and productive characteristics of educational life.

In meetings with the administrators, the faculty, and staff, therefore, I continually stress the central role that multiculturalism and the value of pluralism must play at City College.

Under a Ford Foundation grant, City College has begun a major effort to help better assess and promote positive messages, values and skills concerning ethnic and racial diversity on campus. We are presently conducting focus group sessions among administrators, faculty, and staff that focus on diversity and multiculturalism.

The information from the focus groups will be shared with the Ford Foundation's National Diversity Communications Project, as well as with CCNY's own campus-wide Diversity Communication Task Force. The task force will analyze the reports of the focus groups and share this information with the campus community through a series of workshops in each administrative, academic, and student life area. Our aim is to help faculty, students, and especially staff develop local strategies for promoting positive messages about diversity to meet their particular needs, as well as CCNY's campus-wide goals. The staff are our first-line ambassadors for the college; they are often the first contact that students have with people on the campus.

Issues of diversity and multiculturalism are also being specially addressed in the formal training of the City College staff. For example, SUPER CUNY, a work-

shop program that offers information, support, guidance, and practice for supervisors, includes a focus on how to deal with cultural differences in the work place from a management perspective.

In addition, the CUNY Campus Peace Officer Training Program, which consists of twenty-eight hours of communication training, addresses diversity and multiculturalism extensively. Through lectures, role playing, and self-reporting, officer-trainees gain insight into the beliefs and traditions of others, with a significant focus on the ethnic and racial diversity of CUNY students and the communities in which City College and other CUNY campuses are located.

The City College recently joined with seven other local colleges and universities (Columbia, Columbia Teacher's College, Pace, New School for Social Research, New York Law School, Fashion Institute of Technology, and Fordham University) to create the Higher Education Training Consortium. The consortium offers a customer service delivery training program for faculty and staff that includes a strong diversity/multicultural component. ■

Special Programming Promotes Diversity Connections for Faculty, Staff

An interactive diversity forum is one of the activities the Diversity Initiative at Maryland has used to gather staff members to share ideas and socialize. Sponsored by the Staff Relations Committee (http://www.inform.umd.edu/OHRP) of the Diversity Initiative, the forum, held during Diversity Focus Week in the fall, drew people from such areas as physical plant, residential facilities, dining services, and administration. A local Latin band performed, and numerous icebreaker contests inspired conversations as participants interviewed new acquaintances to gather information on topics ranging from number of children to religious beliefs. "Winners," those who learned the most about their neighbors in the shortest period of time, received prizes.

There are two campus-wide Diversity Focus Weeks, one each semester, coordinated by the Diversity Initiative. Future events planned by the committee will use Diversity Focus Week to bring together students, faculty, and staff. The committee, notes co-chair Pat Richardson-Lewis, a documentation and training specialist at the computer science center, seeks to create a multicultural alliance between classified staff and the campus community. The focus weeks are part of an ongoing institutionalized effort to make the university a more welcoming and inclusive community.

The Faculty Relations Committee of the Diversity Initiative seeks to educate faculty about what they can do to help students learn more about diversity. The committee conducts research forums sponsored by different schools and colleges. For instance, the College of Behavioral and Social Sciences (http://www.bsos.umd.edu) cosponsored a forum with the Diversity Initiative on race, class, and gender issues in the classroom. Robert Steele, associate professor of psychology and associate dean of the college, also serves as committee co-chair with Gabriele Strauch, associate dean of arts & humanities, professor of German. Steele stresses the importance of "having a structural way to get faculty involved. Diversity orientation must be seen as part of the mix for faculty, not just something that is added on." Diversity is now part of regular faculty orientation programming, and faculty consulting teams have been set up to help other faculty revamp syllabi and rethink courses, taking diversity into account.

"In getting our committee started, it was crucial that the president established it," says Steele. "To gain faculty confidence and support, these efforts must be integrated into the overall academic structure."

As president of the Latino Student Union at the University of Maryland, I have had the opportunity to work with many other student organizations such as the Black Student Union, the Asian American Student Union, and the Lesbian, Gay and Bisexual Alliance. Contrary to popular belief, this working relationship was developed with little or no help from the university's Diversity Initiative. Although the university's efforts are successful, I would like to highlight the importance of student leaders taking their own initiative. There is no need to wait for the university to set up cross-cultural or inter-group activities. Students can identify the issues that they have in common better than an administration removed from these concerns. This can only work, however, if there are sufficient resources to explore independent diversity programming ideas. In this way, I see diversity working more at the grass roots level, and I would like faculty and staff to witness diversity in action by participating in various student-generated activities. This kind of reciprocity is what truly makes a difference in diversity programming. ■

STUDENT LEADERSHIP

Hugo Najera
President
Latino Student Union

Students Benefit from Diversity Experience

Critical Moments: An Approach for Easing the Cultural Isolation of Underrepresented College Students through Multicultural Case Study Discussions
http://www.inform.umd.edu/diversityweb/Leadersguide/SED

In *Diversity Works: The Emerging Picture of How Students Benefit* (published by AAC&U as part of its *American Commitments: Diversity, Democracy, and Liberal Learning* series), the authors note that research shows "comprehensive institutional change in teaching methods, curriculum, campus climate, and institutional definition provide education benefits for both majority and minority students." The report adds, "Though specialized student support programs and campus community have been pitted against each other, research results suggest that institutional commitment to both contributes to the educational success of all students."

At the university, several offices and programs have added strong diversity components to their structures to better meet student needs. As outlined in earlier chapters, the admissions office, graduate studies, and counseling center, among others, have worked singly and together in this effort. An examination of special programs in a few other student-oriented areas completes the picture.

Student Affairs Develops The Plan for Greek Life

Maryland Plan for Greek Life
http://www.inform.umd.edu/Student/Campus_Activities/Greek_Life/

Greek letter organizations for men and women have been an important part of undergraduate life at Maryland since 1914. They are now participating in the enhancement of diversity on campus through a yearly requirement that every chapter "shall demonstrate its response to racial and cultural diversity by organizing and implementing programs and activities that encourage both an appreciation of diversity and a commitment to promoting diversity among its members or within the Greek system" (Greek Life: A Foundation for the Future, from the Office of the Vice President for Student Affairs, p. 23).

In general, the relationship between the university and the Greek system has been a good one, with Greek students achieving a reputation for involvement

and leadership in campus life. The university, in turn, has supported the ideals and goals of the Greek community, including scholarship, leadership, community service, individual and group initiative, self-governance, and interpersonal and social skills development.

In the early 1990s, however, administrators in the office of student affairs (OSA) at Maryland became increasingly concerned about the ascendance of some negative aspects of Greek life. With regard to diversity, OSA noted that "within the Greek community, the commitment to promoting diversity is not sufficiently evident. Chapter programming often does not include a focus on multiculturalism. Few chapters host events that include other organizations on campus, particularly ethnic organizations."

"More troubling are chapters where bigotry and discrimination, expressed commonly through the destructive and demeaning behaviors that define racism, homophobia, classism, and ageism among some members, are tolerated without intentional efforts to instill a more accepting culture. As the university makes continued progress on confronting racism and bigotry on campus, it is imperative that Greek organizations embrace supportive principles and practices" (Greek Life: A Foundation for the Future, p. 13). In short, in addition to growing incidents of alcohol abuse, hazing, and anti-intellectualism, the lack of diversity appeared to be eroding the principles and ideals on which the Greek system had been founded.

The University of Maryland is not alone. Reports, including a survey from Minnesota and a national study of college student experience, provide evidence that this is a national problem. To address it, the university conducted a two-year study of the state of Greek life to determine the urgency of the problem and to devise a course of action for changing the culture of the Greek community. The result is the University of Maryland Plan for Greek Life.

Goals: The University of Maryland Plan for Greek Life aims to:

- Improve the academic standing of Greeks.
- Develop leadership in members.
- Increase community service.
- Promote positive character development.
- Provide avenues for personal and social development.
- Enhance community-building.

Organization: Drury Bagwell, assistant vice president for student affairs, and Terry Zacker, assistant director of the student union and campus programs, enlisted the support of university staff, Greek alumni and students, and international and national fraternity and sorority representatives to devise the University of Maryland Plan to address the findings in the two-year research study. The result of the group's efforts is a plan incorporating nineteen chapter standards, organized into four main categories of chapter life: membership development, chapter development, chapter outreach, and chapter facility manage-

ment. Each focus area derives from problems identified in the research and by members of the group. A guide prepared by Assistant Director Zacker's office outlines activities for promoting each of the standards.

Incentives: Standards are being phased in, and the university has been flexible with scheduling the adoption of standards. Chapters that do not meet standards will receive additional support in their efforts or receive sanctions limiting their chapter functions. Those with the lowest level of compliance (four on a one to four rating system) will be put on social probation with educational intervention from Zacker's office.

Resources/Staffing: A researcher was hired to conduct the research study, at a rate of $10 per hour, thirty hours per week, for nine months. Student affairs staff increased by two full-time advisors to implement the plan: one for sororities and fraternities and one for Panhellenic organizations.

Evaluation: For annual reviews of chapters, each fills out a questionnaire assessing the effectiveness of activities conducted as part of the plan. In addition, at an annual retreat, individuals who formulated the plan review the entire program.

Constraints: There were initial problems in gaining support from the university's Greek alumni and some national fraternities. Workshops for the alumni focused on educating them about the desirability of diversity. Accord was finally reached with most national chapters, although one, Kappa Sigma, chose not to support the plan, despite support from members of the local chapter, because of the required length of time to educate new members. It is no longer recognized by the university.

Advice, Future Plans: Zacker and Bagwell caution against a "quick fix." "The University of Maryland Plan should not be adopted wholesale," says Zacker. "Each campus community must develop its own plan to address its unique situation and needs." Zacker advocates thorough research before beginning to draft a plan; "It gives your effort credibility and better informs the decision makers in the development stage." Other key elements to drafting a successful plan include:

- Obtain the support of top administrators and the campus community.
- Challenge fraternities and sororities to support the goals of your institution and the ideals upon which they were founded, and help them do so.
- Educate advisors and Greek alumni; train student leaders.
- Establish accountability and develop an enforcement mechanism.
- Phase in requirements. Be patient. Campus cultures do not change quickly. Be flexible about requirements in the early years.
- Evaluate all events intended to promote diversity.

Diversity Principles: Accountability, shared responsibility, evaluation, inclusiveness, and institutionalization are all embodied in the University of Maryland Plan.

Contact: Terry Zacker, (301) 314-7165 (tzacker@union.umd.edu); Drury Bagwell, (301) 314-8432 (dbagwell@umdacc.umd.edu)

Career Center Promotes Student Development

Under the direction of Linda Gast and her predecessors, two specific initiatives at the Career Center (http://www.careercenter.umd.edu/) exist to promote diversity: a job fair, co-sponsored with the Office of Multiethnic Student Education, and a liaison program, designating special counselors for certain populations.

The job fair, says Gast, distinguishes itself from traditional efforts by including developmental programming along with the standard opportunities to meet employers. Before talking to recruiters, student participants must first attend one of a series of career development workshops with a diversity component. Advertising to both students and prospective employers is placed in both traditional and specialized publications, newsletters, Web sites, and the like. Evaluation from students and employers helps ensure that both the recruiting and educational aspects are effective. Meanwhile, the fair has become so successful that revenue raised from employers, who pay a fee to attend the fair, can be used for future career programming as well as for diversity-related activities (e.g., honoraria for speakers).

Because many students, such as those with disabilities, international students, and gay and bisexual students, have particular needs and concerns, counselors receive specialized training to serve as liaisons. "This system allows individual counselors to develop expertise in the needs of a specialized population, establish connections on campus with these groups and thereby attract them to the center, and design special programs," observes Gast. She stresses, however, that all counselors deal with all students, so liaisons also deal with those outside their special area. "Liaisons educate their colleagues and keep them informed about the needs of specific populations," she adds, "but they are not intended to be 'gurus' for a cause."

Residential Life Reflects Diversity in Staffing, Training

The Residential Assistance Training Program (http://www.inform.umd.edu/CampusInfo/Departments/RES) now includes a training process designed to sensitize resident assistants and staff of the residence halls to diversity issues. Among highlights of the training program are

- active solicitation of minority candidates for RA posts, through postings,

telephone calls, and other personalized attention. About half of Maryland's RAs are minorities;

- emphasis on diversity with a strong message, from the director, at the beginning of training;
- participation in training by professional staff from other campus offices;
- constant evaluation of diversity aspects, throughout the training process;
- the implementation of a multicultural student welcome at the beginning of the academic year; and
- design of an annual poster reflecting a "mission statement" put together by RAs (e.g., respecting individual differences). The posters are put up on all residence hall floors.

Diversity in residential life staff may mean different things at other colleges and universities. "Diversity is not just about color. Look for religious, ethnic, sexual orientation, and other differences to create a truly diverse climate."

Physical Plant Department Initiates Trades Apprenticeship Program

For Frank Brewer, assistant vice president of facilities management, accepting diversity as a goal means "working at it every day." The physical plant department has established numerous programs to ensure that diversity is a priority in terms of both accountability and visibility. Sexual harassment training is held for all employees, a diversity committee stages events ranging from a Black History celebration shared with Resident Facilities staff to an international food fair; a race and gender task force examines such issues as performance evaluation, management, and the work climate. Since Hispanic Americans in Physical Plant, many of whom can neither speak nor read English, comprise approximately seven percent of the work force, special programs are provided in cross-cultural training and communication for Hispanic employees and their non-Hispanic supervisors. A major component of the department's diversity initiative is the Apprenticeship Program.

Goals: Begun in 1983, the program's first charge was to increase the number of African Americans in the then almost-exclusively Caucasian skilled trades area. Within the past few years, the focus has expanded to include stronger recruitment efforts of women as well. According to the State Labor Department, three percent of the tradespeople in the university's geographical area are women, and the university aims to achieve that level on campus.

Organization: The department took a "direct and proactive approach" to the recruitment of African Americans, says Brewer. Realizing that Prince George's County, a major feeder for university employees in the physical plant department, offered a vocational technology program at the high school level, physical plant administrators began to work with the high school program's director and teachers to identify students who might be interested in the trades. Those students were offered summer employment and an introduction to the trades at the end of their junior year. In their senior year, they enrolled in the cooperative program, working up to twenty hours a week at the university while attending regular classes at their high school. Successful co-op students were often selected for full enrollment in the four-year apprenticeship program.

In addition to recruiting minorities from the high schools, the department looked to its own employees. The apprenticeship program was advertised among unskilled employees, and several were selected to participate each year. Since there has been an added focus on the recruitment of women, similar methods have been used at both the high school level and within departmental ranks.

Incentives: Those enrolled in the four-year apprenticeship program also receive payment for tuition and books for courses at a local community college offering a four-year apprenticeship curriculum. For departmental employees, the program offers an opportunity for greatly expanded career and earnings potential.

Resources/Staffing: Resources are provided through the human resources office and its existing staff.

Evaluation: The last two classes recruited in 1997-1998 consisted of 44.4 percent African American, 22.2 percent female, 16.6 percent Latino, and 16.6 percent white male.

Constraints: Tradespeople at the university initially resisted the recruitment of African Americans. However, says Brewer, "We do not hear complaints any more. They realize they are getting the cream of the crop from the high schools in Prince George's County and from our own workers. They do not have to hire anyone who is not qualified."

Women, Brewer observes, have proven harder to recruit and have met with more resistance. Although some supervisors resisted placing women in the trades in the beginning, that has been overcome through hiring of good trainees for the program.

Advice, Future Plans: While acceptance of such an initiative may not happen easily, says Brewer, "The achievement is worth the effort. It highlights the necessity of continuing this undertaking each year to ensure that women and minorities have access to an avenue of employment that has been closed to them."

Diversity Principles: Institutionalization, inclusiveness, and accountability have all been factored into the development of this program.

Contact: Frank Brewer, (301) 405-3205; (fbrewer@umdacc.umd.edu)

Guidelines Add Sensitivity to Free Speech Issues

Controversial speakers and events are part of campus life, protected by free speech laws and encouraged by a climate of academic freedom. Problems can arise, however, when student activities funds are used to bring to campus individuals or programs that may offend particular groups. At the University of Maryland, a full-time staff advisor works with the student-run Student Entertainment Enterprises (http://www.inform.umd.edu/StudentOrg/see) to "ensure the safety and well-being, physical and emotional, of community members who attend SEE-sponsored events."

The staff advisor does not veto student ideas but does encourage students to conduct first a cost-benefit analysis of bringing a speaker to campus. Among questions asked are:

- What are the benefits to all segments of the population of bringing the speaker to campus?
- What are the potential costs and consequences?
- Who might be offended?
- What can be done to ensure the safety and well-being of all involved?

If analysis indicates that a speaker or event is likely to be controversial, SEE contacts potentially offended groups to let them know of the upcoming event, to explain why the decision was made to sponsor the event, and to discuss ways that offended groups can constructively show their displeasure (editorials to the student newspaper, protests on the day of the event, and so on). Arrangements are automatically made to increase security if controversy is anticipated.

The key to successfully managing controversial events, says SEE Advisor Donna Lim, is to make sure students have solid advising, while also insuring that the final decision will be theirs. "Do not be afraid of controversy. Activism and positive change may come from students being 'ticked off,' " comments Allen DeLong, assistant director, Stamp Student Union Programs. "By the same token, do everything in your power to ensure the physical safety and psychological well-being of all members of the campus community."

Diversity Tip

Beth Workman, media relations specialist in the university relations office, offers these additional pointers for working with student media to create shared responsibility:

- Provide as much help and information as you can. Remember, these are students, not full-time reporters. Make yourself available.
- Since students are generally in class during the day, they will need to contact you during late afternoons and evenings.
- Call to follow up after events to see if reporters have any questions. This has often enabled misunderstandings to be resolved before they were published.
- If reporting seems off base or one-sided, meet with editors or reporters and ask to write an opinion piece in response. Let minor errors slide. ■

Working with Student and Mass Media Delivers the Message

Interns Can Generate News Coverage of the Diversity on Your Campus: The Diversity News Lab, A Project of The Campus Diversity Public Information Project—A Program of the Ford Foundation.
http://www.inform.umd.edu/diversityweb/Leadersguide/SED

Carrying the message of diversity to a variety of audiences requires working with both student and community media in a positive and proactive manner. The University of Maryland, College Park, offices of University Relations (http://www.inform.umd.edu/CampusInfo/Departments/InstAdv/URel/) and Human Relations Programs have designed a two-pronged strategy for effective communication about diversity issues. One part of that strategy is the establishment of a Diversity News Bureau (http://www.inform.umd.edu/EdRes/Topic/Diversity /Newsbureau/) within the Office of University Relations, which focuses specifically on stories about diversity and diversity angles of campus news. With its own letterhead, the Diversity News Bureau is staffed both by public relations professionals and student journalists. "Our goal is to help people understand that the diversity theme may apply to stories ranging from events announcements to administrative programs and appointments," notes Beth Workman, media relations specialist and co-chair of the Diversity Initiative's public relations committee. "Sometimes simply announcing an event using diversity letterhead can help make the connection for a media outlet." Journalism students, she adds, have been wonderful sources of both identifying and writing diversity-based stories. "They are happy to have the chance to write and perhaps have their story picked up by a newspaper, magazine, or TV station."

Student media should be treated in the same way as the outside press, Workman emphasizes. "It is important to take the student media seriously... You need the support of the campus to make a diversity program work." Members of the university relations staff meet with student media staffers at the beginning of each semester. Among items discussed is the Diversity Initiative. "We have been most successful when we concentrated, not just on communicating our message, but on listening," she notes. "One positive result of our dialogue is that the student newspaper now has a diversity reporter."

For student reporters as well as those in the mass media, the diversity message is communicated best when actions give life and impact to words. "Our most effective use of public relations results when we can communicate stories that show how diversity works, and works effectively, on the campus," says Workman. ■

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8

Summing Up:

Diversity is at the Heart of Education

Model institutions have mission statements that celebrate diversity; administrative involvement; linkages with minority communities; strong and numerous student support services; involvement of academic departments; active recruiting of minority faculty members; training and rewards for all faculty for developing multicultural approaches in teaching and research; and a multicultural emphasis for all students.

Daryl G. Smith, et al. 1997. *Diversity Works: The Emerging Picture of How Students Benefit*. Washington D.C.: AAC&U, 44.

As one who has been involved in issues of diversity, inside and outside of academia, for more years than I care to remember and who has used (and, even, overused) the word "diversity" as much as anyone, I approach writing this statement with some trepidation. My reservation has nothing to do with the subject itself — diversity is of immense importance to our society — rather, it is related to concerns I have that diversity has become the wrong goal. Achieving diversity in those cases where it does not exist can be an important pursuit. But, in my opinion, it should not be seen as an end in itself. Diversity should be seen, I contend, as a necessary prelude to the creation of an environment of equity — the real goal to which we should commit ourselves.

LEADERSHIP STATEMENT

John B. Slaughter
President
Occidental College

America is a diverse nation whose characteristics are changing rapidly. Our country, overall, has had an amazingly rich racial, ethnic, and cultural diversity almost from the very beginning. But, most of its social, political, cultural, and economic institutions have not reflected that diversity until the relatively recent past. Some are just now beginning to do so, including many of our colleges and universities. But true equity does not exist even in those places ranked high in the ratings released recently by *U.S. News and World Report*.

The challenge before us is one that I have long contended can be demonstrated best by our nation's institutions of higher education. Moreover, if it can ever be met by society, at large, it must first occur in our colleges and universities. That challenge or goal is to demonstrate that there is a true mutuality between excellence and equity. We must explicate and demonstrate the essential interdependence, in fact, the fundamental synergism that exists between the quality of our academic programs and offerings and the equality of the personal experience afforded to students, faculty, and other members of the educational community. To do any less would be to stamp those highly sought and celebrated top ratings for diversity as meaningless indices, which are, at best, measures of our futility in creating an academic environment that is more humane as well as more excellent. ■

Lessons Learned Are Worth Sharing

While this manual is intended to be accessible to all members of any campus community, it is aimed especially at policy makers and implementers –those who proclaim and embody the vision and those charged with making it work. We have learned a great deal at the University of Maryland through trial and error, and we offer these general guidelines, based on experience and analysis, to help institutions seeking to begin, expand, or alter their diversity programs and policies.

- Make diversity a goal within the institution's strategic plan. An evaluation team from the Ford Foundation, assessing the results of a first round of diversity grants to several colleges and universities, reported, "If diversity can begin to be a pre-thought instead of an afterthought, it would have a more immediate impact on institutional culture... once it is interjected from the beginning, diversity can affect everything from retention to residence halls to hiring faculty to sexual harassment policy to parental leaves and partner benefits."
- Recognize that leadership comes from the top—and leadership from the top empowers grassroots efforts from the bottom. The president's commitment needs to be all-encompassing and exhibited in both words and actions.
- Be visible. Visibility, whether it's having the president attend a diversity event, displaying posters all over campus, or insuring that the staff in the admissions office (students and professional) reflects the institution's recruitment goals, is vital. Visibility can be attained in other ways, too. For example, the associate vice president for administrative affairs has worked out a plan whereby a team of physical plant workers is sent immediately to remove offensive graffiti anywhere on campus the moment it is reported. The director of the counseling center makes sure that counselors in the counseling center represent diverse backgrounds to accommodate students who may be uncomfortable discussing personal issues with a counselor from a different gender or racial or ethnic background.
- Set up a structure that will provide administrative and financial support for the diversity programs that are to be the linchpins of the institution's efforts. The structure may include an office, such as the Office of Human Relations at Maryland. It coordinates many aspects of the Diversity Initiative and specified policies and procedures in areas of curriculum transformation, search and selection in faculty and staff hiring, and admission and retention at the graduate and undergraduate levels.
- Involve all parts of the university community in a program that sets achievable and measurable goals. At Maryland, the Diversity Accountability Implementation Plan serves this function. This program, discussed in

The pursuit of diversity in our university communities has always been, for me, a very practical matter—"practical," because two significant advantages accrue to the university. First, a university's decisions in an increasingly diverse world will be better decisions if they are made with diverse opinions and backgrounds around its decision-making tables. Second, today's students are graduating into that same diverse world and its job markets. Their university training will best prepare them if it, too, includes a significant experience with that diversity while in college. After the day is done, the dust has settled, and the debaters are exhausted, these two arguments prevail.

LEADERSHIP STATEMENT

Larry N. Vanderhoef
Chancellor
University of California–Davis

When the University of California Regents passed their resolutions SP1 and SP2, disallowing the use of race, ethnicity, and gender in virtually all of our decisions, except when federally required, the apple cart was upended. Our situation, though, is not "hopeless," as many have described it. To express this optimism, however, requires some confidence in the UC experiment that will determine if we can continue to pursue diversity in the face of the Regents' resolutions and California's Proposition 209.

Affirmative action in university admissions is intended to give a hand up to those college applicants who are disadvantaged. For the past thirty years, the disadvantaged were identified by using population comparisons. We compared percentages inside the institution to those outside the institution. In essence, we then said to all members of an underrepresented minority group, "By this measure we have determined that you somehow have been disadvantaged, and we are going to give you a hand up."

This tactic served us well for many years. It was never perceived to be problem free, but still, by all measures it took us light years beyond where we were in the early and middle 1960s when affirmative action began.

Would the pursuit of diversity now be compromised by, or worse, impossible with, the loss of the "population comparison" tactic? If it were only "compromised" would that problem be solved with new criteria for identifying the disadvantaged on the nine campuses of the University of California?

1998-99 UC undergraduate admissions' decisions will be made with new factors to identify the disadvantaged. For example, did the applicant grow up poor, absent the books and computers most have, or in a clearly dysfunctional family? Did he or she lack the advice and encouragement of college-wise siblings or parents? Was the applicant's high school a disadvantage? Which identifiers will

work? How much overlap will there be between the disadvantaged identified by population comparisons, and by the new identifiers? Will the new identifiers be more precise than the former population comparison method?

The new identifiers will be controversial, but these concerns may be more easily addressed than those that people had about population comparison. Hopefully, in response to these more specific identifiers, we will say, "S/he has had a run of hard luck and we are happy to help." Over time, if we are fortunate, we will distinguish those identifiers that best enable us to break the cycle of circumstances that caused the previous generations to forgo a college education. ■

Chapter Three, is structured so that the division, college, or school plan is based on input from individual units, and programs are "built up" rather than "handed down." Make sure that the plans on the unit and school, college, and division levels are in agreement with the overall strategic plan.

- Create an environment where people feel they have permission to question and to get feedback. Encourage and learn from dissent. The institutionalization of diversity as a campus goal is crucial, but too many institutional requirements for unit and volunteer efforts can be counterproductive, turning diversity from a living concept into "just another policy."
- Build upon past successes and the institution's strengths. Appreciate, rather than criticize, what has gone before.
- Craft a mix of programs that are both all-encompassing and exclusive to specific groups. A program that features a focus only on minority students alienates majority students. William Sedlacek's research shows that such efforts rarely succeed. "There must be equal power relationships among the groups, even though this is often difficult since one of the primary components of racism is that one group has more power than others to influence the environment," he notes.
- Be flexible in providing administrative support to effective and well-thought-out grassroots efforts. "The Writer's Block" video profiled in Chapter Seven was not part of the libraries' plan for the year, but the dean of the libraries saw the benefit, enthusiasm, and imagination invested in the project and helped make it happen.
- Reach out to the community. Establishing partnerships and other relationships with community leaders, schools, businesses, church groups, and the like benefits them and the college or university. Sharing of resources and expertise facilitates mutual appreciation and can lead to the creation of a truly diverse environment for the betterment of all. Electronic means, such as the Internet and World Wide Web, offer opportunities to share databases and other resources with expanded communities within both the public and private sector and around the world.
- Do not accept the conventional wisdom. As the School of Engineering and College of Computer, Mathematical, and Physical Sciences have shown, strides can be made in recruiting and retaining diverse students and faculty even if the pool is smaller than in some other disciplines.
- Emphasize and reward commitment, whether from individuals or departments. Incentives may take various forms, from a slight budget increase to an award for a job well-done, but they do make a difference. And such commitment is, in the final analysis, the lifeblood of a successful program. As the associate dean of the college of engineering observed, "Diversity needs to be part of strategic planning and consensus building, but it especially requires dedicated individuals who are willing to spend the time and energy to cause things to happen."
- Stress the importance of academically solid curricular transformation and diversity focuses in programs and courses. Ethnic and cultural studies, of which there

are several outstanding national models, offer minority groups academic focuses on their own cultures with which they can identify, and quality academic programs in these areas give validity to the importance of these groups as objects of serious research and scholarship. It is also crucial to emphasize the academic connections of curricular transformation projects. Develop a variety of programs that build on faculty involvement and help them understand the importance of including diversity in the curriculum, not only as separate core requirement courses, but also as an informing principle in individual courses that adds an essential and enriching intellectual perspective.

- Put into place programs supported by top level administrators that monitor the equity of promotion, tenure, and salary decisions, and that become part of the campus culture in all employment decisions. Openness in search procedures and merit increases prevents the kinds of rumors that are detrimental to faculty and staff morale, and it is ultimately reassuring to all members of the campus community. As in academic programs, the emphasis should be on outstanding achievement as the basis for decisions: the aim is to define equality as an important component of quality.

Is a strong campus diversity program achievable, given legal landmines, the tensions and demands on time that are part of every university, and not-always-quantifiable results? And, as some frustrated administrators have asked, is it worth it? At the University of Maryland, the answer is clearly yes. For example, ethnic and minority employment has reached a record high, the percentage of full-time African-American undergraduates is greater than ever, and the university ranks high nationally for the number of minority students who go on to graduate and professional schools.

By any quantifiable measure the University of Maryland has made remarkable progress in overcoming a shameful legacy, but the numbers tell only part of the story. The university intended more than just numerical increases; its goal has been to become a model multiracial, multicultural university, in short, to transform itself into a vibrant academic community that affirms the value of every individual.

As in American society itself, achieving equity in community is a work in progress. But the results so far are both encouraging and exciting. A review of the experience at this one university reveals three positive results from the activities described in this manual.

1. Facing up to the challenges of diversity on a campus leads to ferment and positive change extending far beyond the simple fact of adding to the numbers of minorities. New light is shed on curriculum issues and questions of faculty development. New ways are sought to engage students in the classroom, to advise them, and to make connections between campus activities and outside communities. As the goal of diversity reached each unit of the university, often-ignored issues were addressed, such as the role and importance of physical plant staff—those who work on the grounds,

serve the meals, clean the offices and residential halls—in the shaping of an academic community.

2. The victories in fighting ignorance and apathy or in breaking down old barriers are achieved through a variety of activities and actions, but the sum is greater than its parts. In most of this manual, the focus is on the efforts, partial achievements, and progress made by individual groups in different campus offices. The combined effect of these achievements has been a new sense of identity for the university. Taken together, the small victories have had a snowball effect. More and more campus constituencies acknowledge the importance of diversity as a priority and express pride in what has been achieved. Students applying to the university seek the experience of diversity, aware that diversity is an identifying characteristic of an academic institution.
3. Finally, the university's experience proves the point so often expressed in the leadership statements cited in the manual: Diversity walks hand in hand with excellence in education. With a commitment to diversity, a university can at the same time pledge and reaffirm its intention to achieve academic distinction. Diversity has played an important part in an increase in the quality of entering students, the growth in number and ranking of programs and colleges, and new levels of research funding.

The university, invigorated in unanticipated ways, has achieved more than it had imagined in its commitment to diversity on campus. This manual represents that experience. The contributors are confident that commitment and benefits can be replicated beyond the boundaries of one campus, and we are hopeful that other institutions will find encouragement and help from these efforts. ■

Appendix 1

Nominees for Summary Profiles

Admitted Student Overnight Program (ASOP)
Office of Undergraduate Admissions

Contact: Jackie Wheeler, admissions counselor (301/314-9777)
This program is a unique opportunity for newly admitted African-American and Latino students to visit campus and experience student life as a member of the University of Maryland community. Paired with a student host, they attend classes, eat in the dining halls, spend two nights in the residence halls. The admitted students meet current students, faculty, and staff and visit offices such as Financial Aid.

Adult Health and Development Program
College of Health and Human Performance

Contact: Daniel Leviton, director (301/405-2528)
Web site: http://www.inform.umd.edu/EdRes/Topic/Diversity/Specific/Age/Campus/Health_Services_for_Adults/adult_health_support_services
The AHDP program provides adults, age fifty and over, the opportunity to increase their sense of well-being through physical fitness. Student volunteers work with AHDP participants, bringing the University of Maryland and surrounding communities together.

Celebrating Diversity in Fire Protection
Department of Fire Protection Engineering (FPE)

Contact: Steven M. Spivak, chair (301/405-6651)
The diversity recruitment brochure created and produced by the Fire Protection Engineering Department functions as a department diversity statement and supplements other campus diversity activities. Most importantly, this brochure is printed with FPE's own personalized message of the department's commitment to engineering and diversity activities. The message is in the form of "vignettes" by alumni, undergraduate, and graduate students speaking their own words about the nurturing and welcome all students receive in this discipline and in this department.

Center for Young Children
College of Education

Contact: Fran Favretto, director (301/405-3171)
Web site: http://www.inform.umd.edu/CampusInfor/Facilities/Buildings/young_children/
The mission of the Center for Young Children is to educate children, train pre-service teachers, and to conduct research. Children and families attending the school are from a variety of countries including: Africa, China, France, Iceland, India, Israel, Italy, Korea, Russia, Venezuela, and others. The Center has on staff a parent-teacher consultant who works directly with parents. Seminars are held to discuss parenting beliefs in different

cultures. Unifying parenting themes that cross ethnic groups are used to develop a true sense of community.

The Center on Population, Gender, and Social Inequality

Department of Sociology

Contact: Harriet Presser, professor of sociology (301/405-4603)

A unique population training center with a focus on issues of gender, the center supports interdisciplinary research that expands our knowledge of the determinants and consequences of demographic structure and change with a special focus on the interrelationship among population, gender, and social inequality. The focus is on both the United States and developing regions of the world, particularly Asia.

Community Service Programs

Department of Commuter Affairs and Community Services

Contact: Martha Baer Wilmes, associate director (301/314-5274)

Web site: http://www.inform.umd.edu/EdRes/Topic/Diversity/Response/UMCP/DAIP/DAIP1996/Student/oca.html

"Good Morning Commuters!"

Featuring free coffee and doughnuts, the weekly "Good Morning Commuters!" program provides commuters with an opportunity to get information on involvement opportunities around campus, interact with representatives from the campus, and meet and mingle with other commuter students.

Commuter Leadership Team

This program provides an opportunity for students to gain leadership experience while helping new students make a smooth transition to the university as a commuter. Programs include "big brothers and sisters," which pairs new commuters with more experienced students.

Commuter Connection

The *Commuter Connection* is a publication sent to the homes of commuter students, and the campus addresses of faculty and staff for each school session (fall, spring, and summer). The editors of the publication work with students, faculty, and staff to conceptualize and write articles that reflect the complexity and richness of diversity and students' questions and concerns about diversity.

Department of Art Programs

College of Arts and Humanities

Contact: Stephanie Pogue, chair (301/405-1446)

Web site: http://www.inform.umd.edu/ARTT/

The College of Arts and Humanities currently offers a "Women and Minorities" lecture series and supports a diversity exhibition.

Department of Family Studies
College of Health and Human Performance
Contact: Sally Koblinsky, chair (301/405-4009)
Web site: http://www.inform.umd.edu/FMST/
Family Studies explores the dynamics within families and close relationships as well as the interaction between families and the larger community and social context.

Diversity Mentoring Program
College of Library and Information Services
Contact: Ann Prentice, dean (301/405-2033)
The purpose of the Diversity Mentoring Program is to strengthen the link between students and alumni of color, to assist in introducing students of color to the network of information professionals in the greater Washington/Baltimore area, and to assist the college in recruiting students of color.

EDCP 310A Peer Counseling Theory and Skills
Department of Education Counseling and Personnel Services, College of Education
Contact: Mary Cothran, director, Office of Multi-Ethnic Student Education (301/405-5616)
The purpose of this course is to provide students with the required knowledge and skills to function as peer helpers of multiethnic students. It provides participants with the basic tools necessary to help multiethnic students achieve academic, personal, and social success.

Gay, Lesbian and Bisexual Groups and Resources
President's Commission on Lesbian, Gay and Bi-Sexual Issues
Contact: Luke Jensen, chair (301/405-7553)
Web site: http://www.inform.umd.edu/PCLGBI/LGBTguide.html

Allies Project
Members of the campus community demonstrate their commitment to gay, lesbian, and bisexual issues by working with LGBT groups to promote equity, respect, and inclusiveness. The project provides educational materials on "How to Be an Ally" and "Safe Person, Safe Space" cards.
Meghan Duffy, general coordinator, 301/345-3258, mduffy@wam.umd.edu
Nancy O'Neill, programming coordinator, 301/405-7563, noneill@wam.umd.edu

A.N.G.E.L.S. (AIDS Needs Greater Education, Love and Support)
Contact: Mary Alice Fallon, co-president, 301/887-1065, maf@wam.umd.edu

Contact: Amy Kennedy, co-president, 301/887-1065, liza@wam.umd.edu
Web site: http://www.inform.umd.edu/Student/CampusActivities/StudentOrg1211P
Stamp Student Union, 301/341-8346
Promotes HIV/AIDS education, awareness, and prevention. A.N.G.E.L.S. also provides volunteers for other area HIV/AIDS organizations.

B-GLAAD (Bisexuals, Gays, Lesbians, and Allies of African Descent)
Contact: Michael E. Street, president, 301/736-9682, street@wam.umd.edu
Web site: http://www.glaad.org/
Provides a safe-space for people of African descent to develop and embrace the positive aspects of their sexuality. Group welcomes supporters of the LGB community. Provides educational, social, spiritual, leadership, and volunteer/activist opportunities.

Graduate Lambda Coalition
Contact: Gregg Harburgh, co-president, 301/405-5084, agregg@math.umd.edu
Contact: Liora Moriel, co-president, 301/564-1398, lioram@wam.umd.edu
Web site: http://www.inform.umd.edu/UMS+State/UMDProjects/
UMSLGBSA/milc.html
Provides a safe and supportive environment for LGBT graduate students and their allies with a focus on education, outreach, social activities, and work with other student organizations.

Gay, Lesbian, and Bisexual Feature and Documentary Film Collection
Contact: Luke Jensen (see above).
This collection is supported by special grants, including a Diversity Initiative award, and is among the 20 most comprehensive university collections of its type.

International House

College of Arts and Humanities
Contact: Rob Lynam, program coordinator (301/314-7742)
Web site: http://www.inform.umd.edu/StudentOrg/ihc/Welcome.html
http://www.inform.umd.edu/EdRes/UgradInfo/Opportunities/ies/ihouse/
The International House at Dorchester Hall is a housing option for students who wish to have a rich, culturally diverse living experience. Approximately one-half of the students are from the U.S., while the other half are international students. More than 130 countries from around the globe are represented.

International Spouse Organization
Office of International Educational Services

Contact: Denise Burns, program analyst (301/405-0336)
A support program for spouses of international students which includes orientation sessions, workshops, social gatherings, a mentor program, information regarding English language classes, newsletters, and a children's playgroup.

"ISM" CMLT 385
Comparative Literature Program

Contact: Regina Harrison, chair (301/405-3200)
Web site: publicmedia.org/ism
-ISM (N.) is a national video documentary and education project which works with college students, putting video cameras in their hands to enable them to express their ideas about diversity on their college campuses and in their extended communities. University of Maryland, College Park, is one of twelve college campuses across the country, which offers the -ISM (N.) course.

The Language House Program
College of Arts and Humanities

Contact: Dolores Bondurant, lecturer (301/405-4034)
The Language House (St. Mary's Hall) provides a special campus residence for students wishing to immerse themselves in the study of a foreign language and culture and to develop fluency in a particular language. It also provides an international setting and community spirit. Eight language clusters are available: Chinese, French, German, Hebrew, Italian, Japanese, Russian, and Spanish.

Maryland Fire and Rescue Institute's Equity Program
Maryland Fire and Rescue Institute

Contact: Steven Edwards, director (301/220-7255)
The Maryland Fire and Rescue Institute has trained over 20,000 emergency services providers in diversity, sexual harassment, disability, age, gender, religion, ethnicity, sexual orientation, and socio-economic status issues. This national program is used to educate administrators and managers, giving them the knowledge and techniques for leading the emergency services into the 21st century.

Maryland English Institute
College of Arts and Humanities

Contact: Marsha Sprague, acting director (301/405-8634)
Website: http://www.inform.umd.edu/EdRes/Colleges/ARHU/Depts/MEI/
The Maryland English Institute (MEI) is a unit within the College of Arts and Humanities at the University of Maryland. It offers English language training for clients whose first language is not English. In addition to regularly scheduled intensive and

semi-intensive English language training courses, MEI provides specially designed English language and orientation programs, which are offered either on campus or at off-campus locations.

Stamp Student Union and Office of Campus Programs
Office of Campus Programs

Contact: Brandon Dula, assistant director (301/314-7167)
Website: http://www.inform.umd.edu/union/

The following is a list of some events and initiatives used to promote a multicultural campus community:

- assistance and support for the creation of the Asian and Hispanic Student Unions;
- work with student leadership on the Afro-Centric Student Leadership Forum;
- support for Art and Learning Center; and
- support for Hoff Theater film series highlighting "culturally specific" films.

Starpower: A Cross-Cultural Perspective
College of Business and Management

Contact: Stella Mirhadi, associate director (301/405-2294)

Starpower: A Cross-Cultural Perspective focuses on the concept of power and how social and cultural conditions affect an individual's personal perception of power. Conducted in a game format, it engages participants in trading and bargaining with one another. The most successful players are those who can "break down" cultural barriers or work together in a team effort to win.

Appendix 2

Websites for the Manual

NATIONAL RESOURCES

Age Related Resources
http://www.inform.umd.edu/EdRes/Topic/Diversity/Specific/Age/Campus
This directory contains information about resources from the University of Maryland, as well as some government agencies, for older, returning students, senior citizens and veterans.

Alliance for Justice
http://www.afj.org/
A national association of environmental, civil rights, mental health, women's, children's and consumer advocacy organizations.

American Council on Education (ACE)
http://www.acenet.edu/
An independent, non-profit association founded in 1918, the council represents all accredited colleges and universities as well as national and regional higher education associations.

American Civil Liberties Union
http://www.aclu.org/
The nation's foremost advocate of individual rights – litigating, legislating, and educating the public on a broad array of issues affecting individual freedom in the United States.

American with Disabilities Act (ADA) and Disability Information
http://www.public.iastate.edu/~sbilling/ada.html
This page provides an assortment of links to ADA and Disability related URL's, with information such as legal resources, nonprofit organizations, and various products and services.

Amnesty International
http://www.amnesty.org/
A non-profit organization and worldwide campaigning movement that works to promote all the human rights enshrined in the Universal Declaration of Human Rights and other international standards.

Anti-Defamation League

http://www.adl.org/

The world's leading organization fighting anti-Semitism through programs and services that counteract hatred, prejudice and bigotry and whose mission is to stop the defamation of the Jewish people and to secure justice and fair treatment to all citizens alike.

Asian American Legal Defense and Education Fund (AALDEF)

http://www.afj.org/mem/aaldef.html

The first organization on the east coast to defend and promote the legal rights of Asian Americans through litigation, legal advocacy, community education, leadership development and the position of free legal assistance to low-income and immigrant Asian Americans.

Association of American Colleges and Universities (AAC&U)

http://www.aacu-edu.org

The institutional membership association committed to making the aims of liberal learning a vigorous and constant influence on institutional purpose and educational practice in higher education.

Council for Disability Rights (CDR)

http://www.disabilityrights.org/

A non-profit organization, which provides public education, information, referrals, counseling, job training, and many other services to the disabled community.

Disability Directory http://www.inform.umd.edu/EdRes/Topic/Disability

A combination of newsletters, articles, resource guides, current laws, upcoming conventions, which benefit those who are physically impaired.

Diversity Database

http://www.inform.umd.edu/Diversity

A comprehensive index of multicultural and cultural diversity resources which contains campus, local, national, and international academic material relating to age, class, disability, ethnicity, gender, national origin, race, religion & sexual orientation.

Diversity Digest

http://www.inform.umd.edu/DiversityWeb/Digest/

A quarterly newsletter published by the Association of American Colleges and Universities (AAC&U) and part of Diversity Works, a new initiative supported by grants from the Ford Foundation to AAC&U and the University of Maryland.

Diversity in the Workforce

http://www.inform.umd.edu/EdRes/Topic/WomensStudies/GenderIssues/WomenInWorkforce/WorkforceDiversity/

US Merit Systems Protection Board, Report on "The Changing Face of the Federal Workplace."

Diversity News Room

http://www.inform.umd.edu/DiversityNews

A special media resource developed by the Ford Foundation's Campus Diversity Initiative and Diversity Web to help media tell the story of higher education's role in influencing diversity on the campus, in the community, and within the workplace.

Diversity Web

http://www.inform.umd.edu/Diversityweb

Links colleges and universities that are working to engage the diversity of United States society in educational mission, campus climate, curriculum focus and connections with the larger society.

Ford Foundation

http://www.fordfound.org/

A resource for innovative people and institutions worldwide that provides a limited number of grants or loans to problem areas and program strategies which seek to strengthen democratic values, reduce poverty and injustice, promote international cooperation, and advance human achievement.

Gay and Lesbian Alliance Against Defamation (GLAAD)

http://www.glaad.org/

A national organization that promotes fair, accurate and inclusive representation as a means of challenging discrimination based on sexual orientation or identity.

Gay and Lesbian Victory Fund

http://www.victoryfund.org/

A donor network of individuals committed to increasing the number of openly gay and lesbian officials nationwide. Since its inception in 1991 the Fund has generated more than $1.5 million for its recommended candidates.

Gay, Lesbian, Straight, Education Network (GLSEN)

http://www.glsen.org/

National organization that brings together teachers, parents, students, and concerned citizens to work together to end homophobia in schools. Over a third of GLSEN members are non-gay, and an equal number work outside of schools.

Governor's Office of Minority Affairs (OMA)
http://www.oma.state.md.us/
Responsible for coordinating the programs and operations of state government that promote or otherwise affect the establishment, strengthening and preservation of minority business enterprises.

Human Rights Campaign (HRC)
http://www.hrcusa.org/
Maintains the largest full-time lobbying team in the nation devoted to issues of fairness for lesbian and gay Americans.

Latina/o Lesbian, Gay, Bisexual & Transgender Organization (LLEGO)
http://www.llego.org/
Seek to strengthen Latina/o Lesbian, Gay, Bisexual, and Transgender (LGBT) communities at local, national and international levels by facilitating access to cultural, political, and community development resources.

Latino/Native American Network (LANA)
http://www.unm.edu/~lananet/
Developed at the University of New Mexico in 1994 to increase the number of Latinos and Native Americans considering graduate education.

League of United Latin American Citizens (LULAC)
http://www.lulac.org/Programs/Vote.html
Initiated a national voter education and registration campaign to advance the economic condition, educational attainment, political influence, health and civil rights of the Hispanic population of the United States.

Maryland Intercollegiate Lambda Coalition
http://www.inform.umd.edu/UMS+State/UMD-Projects/UMSLGBSFA/milc.html
A statewide coalition of campus groups, (composed of lesbian, gay, bisexual, and transgendered (LGBT) students from Maryland's graduate and undergraduate colleges and universities), who are committed to social programming and activist efforts.

Massachusetts Commission Against Discrimination (MCAD)
http://www.state.ma.us/mcad/mcad.html
Reviews and advises Governor's Cabinet Offices, pursuant to the requirements of Executive Order 227, concerning the policy and practices of the state's affirmative mandates in employment, housing, construction contract compliance and minority and women business enterprises.

Math, Engineering, Science Achievement, USA (MESA)
Dedicated to student achievement and success in mathematics, engineering, science, and technology careers.

Mexican American Legal Defense and Educational Fund (MALDEF)
http://www.maldef.org/index.htm
A national non-profit organization whose mission is to protect and promote the civil rights of the over 26 million Latinos living in the United States.

Multicultural Pavilion
http://curry.edschool.virginia.edu/go/multicultural/
Strives to provide resources for educators to explore and discuss multicultural education; to facilitate opportunities for educators to work toward self-awareness and development; and to provide forums for educators to interact and collaborate toward a critical, transformative approach to multicultural education.

National Association for the Advancement of Colored People (NAACP)
http://www.naacp.org/
The oldest and largest Civil Rights organization in the United States, whose principal objective is to ensure the political, educational, social, and economic equality of minority group citizens of the United States.

National Black Lesbian and Gay Leadership Forum (NBLGLF)
http://www.nblglf.org/
The only national organization dedicated to empowering the nation's 2.5 million black lesbians, gays, bisexuals, and transgendered people.

National Conference on Community Justice (NCCJ)
A human relations organization dedicated to fighting bias, bigotry, and racism in America. NCCJ promotes understanding and respect among all races, religions, and cultures through advocacy, conflict resolution, and education.

National Council of La Raza (NCLR)
http://www.nclr.org/
A private, nonprofit, nonpartisan, tax-exempt organization established in 1968 to reduce poverty and discrimination, and improve life opportunities for Hispanic Americans.

National Council of Negro Women (NCNW)
http://www.ncnw.org/
What began as an idea of Mary McLeod Bethune to unite women to secure justice has

grown into a multi-faceted, community-based organization that works at the national, state, local and international levels. NCNW's mission is to advance opportunities and the quality of life for African-American women, their families and communities.

National Council on Disability (NCD)

http://www.ncd.gov/

An independent federal agency making recommendations to the President and Congress on issues affecting 54 million Americans with disabilities.

National Gay and Lesbian Task Force (NGLTF)

http://www.ngltf.org/

A leading progressive civil rights organization that has supported grassroots organizing and advocacy since 1973. NGLTF helps to strengthen the gay and lesbian movement at the state and local level while connecting these activities to a national vision of change.

National Organization for Women (NOW)

http://www.now.org/

Dedicated to making legal, political, social, and economic change in order to eliminate sexism and end all oppression. NOW achieves its goals through direct mass actions, (including marches, rallies, pickets, counter-demonstrations, non-violent civil disobedience), intensive lobbying, grassroots political organizing, and litigation (including class action law suits).

National Society of Black Engineers (NSBE)

http://www.nsbe.org

A non-profit student-managed association with over 10,000 student, professional, and pre-college members, which offers its members leadership training, academic and professional development, career placement services, community service outreach programs, and more.

National Student Campaign Against Hunger and Homelessness (NSCAHH)

http://www.pirg.org/nscahh/

Works with a coalition of students and community members across the country to end hunger and homelessness through education, service and action.

One America in the 21st Century: The President's Initiative on Race

http://www.whitehouse.gov/Initiatives/OneAmerica/america.html

President Clinton has asked all Americans to join him in a national effort to deal openly and honestly with our racial differences. The Initiative's effort combines thoughtful study, constructive dialogue, and positive action to address the continuing challenge of

how to live and work more productively as One America.

Organization of Chinese Americans (OCA)
http://www2.ari.net/home/oca/wwwhome.html
A national non-profit, non-partisan advocacy organization of concerned Chinese Americans. OCA is dedicated to securing the rights of Chinese Americans and Asian-American citizens and permanent residents through legislative and policy initiatives at all levels of the government.

Society of Women Engineers (SWE)
http://master.ceat.okstate.edu/ess/women/swe.html
A non-profit educational service organization of graduate engineers and women and men with equivalent engineering experience. SWE activities provide opportunities to grow professionally, technically, and personally—and to have fun at the same time.

Southwest Voter Registration Education Project (SVREP)
http://www.wcvi.org/
A non-partisan, non-profit, organization whose mission is to further the political empowerment of U.S. Latinos.

Statewide Equity Resource Center
http://www.inform.umd.edu/ERC
Provides current and comprehensive resources, including updates, curriculum, and training materials to help educators optimally promote employment success and economic empowerment of all Maryland residents.

National Urban League
http://www.nul.org/
A non-profit, community-based organization headquartered in New York City, with 115 affiliates in 34 states and the District of Columbia, whose mission is to assist African Americans in the achievement of social and economic equality.

W.E.B. Du Bois Institute for Afro-American Research
http://web-dubois.fas.harvard.edu/
The nation's oldest research center dedicated to the study of the history, culture, and social institutions of African Americans. Affiliated with Harvard University, the Institute serves as the site for research projects, fellowships for emerging and established scholars, publications, conferences, and working groups.

Women's Studies Resources
http://www.inform.umd.edu/EdRes/Topic/Diversity/Specific/Gender/WomensStudies/

A women's studies database that is international in scope.

RESOURCES AT UNIVERSITY OF MARYLAND, COLLEGE PARK

Institutional

Academic Achievement Programs
http://www.inform.umd.edu/AAP
An administrative branch which provides an organizational structure that maintains coordination, leadership, development and supervision of four organizational programs that render support services to low income and first generation students at the university.

Academic Information Technology Services
http://www.alts.umd.edu/
Provides technology infrastructures for the university and focuses attention on services that support its educational mission of teaching and research.

African-American Leadership Program
http://Academy.umd.edu/AALP/
A model program within the university's Academy of Leadership in order to enhance the performance of established, emerging, and potential African-American leaders.

Age Related Resources
http://www.inform.umd.edu/EdRes/Topic/Diversity/Specific/Age/Campus
This directory contains information about resources from the university, as well as some Government agencies, for older, returning students, senior citizens and veterans.

Asian, Hispanic and Native American Task Force Report
http://www.inform.umd.edu/EdRes/Topic/Diversity/Response/UMCP/Programs/Administrative/native.html
A report on the status of Asians, Hispanics, and Native Americans at the University of Maryland.

Bisexuals, Gays, Lesbians, and Allies of African Descent
http://www.wam.umd.edu/~street/BGLAD.html
The first student organization focusing on bisexuals, gays, lesbians, and allies of African descent (i.e. African American, Afro Latino, Caribbean, African, etc.).

Black Faculty and Staff Association
http://www.inform.umd.edu/CampusInfo/Committees/Assoc/BlkFacStaff/

One of the many goals is to urge the university to provide equal educational and career opportunities for professional growth and upward mobility.

Career Center
http://www.careercenter.umd.edu/
A resource network for employers, as well as university students, faculty, staff, and alumni.

Center for Teaching Excellence
http://www.inform.umd.edu/EdRes/FacRes/CTE
Supports campus-wide efforts to enhance and reform undergraduate education by offering tangible assistance to individual faculty and teaching assistants, as well as to the departments and colleges in which they work.

Center for Young Children
http://www.inform.umd.edu/EDUC/.WWW/Depts/EDHD/.index/cyc.html
NAEYC accredited, the Center provides education and care in its six classrooms for 115 children, ages 3 through 6, who are the children of faculty, staff, and students at the university. It also serves as an exemplary laboratory and demonstration school to train and prepare students for teaching and related professions, as well as an observation and research facility.

Counseling Center
http://www.inform.umd.edu/CampusInfo/Departments/Counseling/
Provides comprehensive psychological and counseling services to meet the mental health and developmental needs of students and others in the campus community.

Curriculum Transformation Project
http://www.inform.umd.edu/Diversityweb/Profiles/divdbase/umd/fsl.html
One of the university's many efforts to enhance the quality of education.

Diversity Accountability and Implementation Plans at UMCP (DAIP)
http://www.inform.umd.edu/EdRes/Topic/Diversity/Response/UMCP/DAIP
The comprehensive mechanism by which the various campus units determine how best they can help the campus attain its primary diversity goals, and then monitor them for effectiveness.

Diversity Database
http://www.inform.umd.edu/Diversity
A comprehensive index of multicultural and cultural diversity resources which contains campus, local, national, and international academic material relating to age, class,

disability, ethnicity, gender, national origin, race, religion & sexual orientation.

Equity Council Training Program
http://www.inform.umd.edu/EdRes/Topic/Diversity/Response/UM/Equity/
Procedures and guidelines for conducting faculty and staff searches.

Human Relations Code
gopher://umdacc.umd.edu/00VI100B
Outline of the university's commitments to a policy of eliminating discrimination on the basis of race, color, creed, sex, sexual orientation, marital status, personal appearance, age, national origin, political affiliation, physical or mental disability, or on the basis of the exercise of rights secured by the First Amendment of the United States Constitution.

Institutional Diversity Initiatives
http://www.inform.umd.edu/EdRes/Topic/Diversity/Response/
Diversity plans, statements, and initiatives of institutions in the country.

James MacGregor Burns Academy of Leadership
http://Academy.umd.edu/Academy/
Founded to encourage political participation among underrepresented groups, it is the first academic program in the country to support emerging leaders seeking elective office.

Lesbian Gay Bisexual Alliance
http://www.inform.umd.edu/StudentOrg/lgba/
A visible point of organization and contact for lesbian, gay, bisexual, transgendered, and allied communities both on- and off-campus.

Lesbian, Gay, and Bisexual Staff/Faculty Association
http://www.inform.umd.edu/CampusInfo/Committees/Assoc/LGSF/
Created in part to help close the gap between official recognition and the actual experiences of the university's lesbian, gay, and bisexual faculty and staff.

Nyumburu Cultural Center
http://www.inform.umd.edu/nyumburu
Nyumburu, the Freedom House, is a multifaceted cultural center whose purpose is to serve and educate the university community about the positive aspects of African-American culture.

Office of Human Relations Programs

http://www.inform.umd.edu/CampusInfo/Departments/OHRP/

Promotes excellence, equity, and diversity through its dedication to an inclusive organizational environment, its ability to effect progressive action and principled leadership, and its commitment to be a responsive unit of the Office of the President.

Office of Multi-Ethnic Student Education (OMSE)

http://www.inform.umd.edu/OMSE/omse.htm

Assists the university in retaining and graduating well-educated African-American, Asian-American, Hispanic-American, and Native-American undergraduate students through leadership in developing a more academically challenging and nurturing environment.

President's Commission on Disability Issues

http://www.inform.umd.edu/PCDI/RA/

The obligation to accommodate individuals with disabilities extends beyond the moral responsibility and beyond the university's commitment to fulfill the promise of access.

President's Commission on Women's Issues

http://www.inform.umd.edu/CampusInfo/Committees/WomensIssues/

Responsible for advising the president and others in the campus administration on issues of concern to women students, faculty, and staff.

President's Commission on Lesbian, Gay and Bisexual Issues

http://www.inform.umd.edu/CampusInfo/Committees/PCLGBI/

Responsible for advising the president and others in the campus administration on issues of concern to lesbian, gay, and bisexual students, faculty, and staff.

Returning Student Program of the Counseling Center

http://www.inform.umd.edu/CampusInfo/Departments/LASRV/rspage.htm

Designed for individuals who are 25 or over, have experienced a break in their formal education, and would like to return to or begin college study.

SEE Productions

http://www.inform.umd.edu/StudentOrg/see/

A student-run entertainment company whose goal is to promote diversity in event programming.

Sexual Harassment Prevention Program (SHPP)

http://www.inform.umd.edu/EdRes/Topic/Diversity/Response/UM/Programs/Training/Sexual/Index.html

Sponsored by the Office of Human Relations Programs (OHRP), the SHPP provides education to university administrators, faculty, staff, and students through workshops, manuals, brochures, and posters.

Team Maryland — Scholar-Athlete Leadership Program
http://academy.umd.edu/TeamMD/
A community service outreach program composed of the university's student-athletes. Each semester, 25 student-athletes dedicate themselves to making a difference in the lives of young people faced with life limiting choices.

University Relations
http://www.inform.umd.edu/CampusInfo/Departments/InstAdv/URel/
Primary media relations resource for the university.

OTHER UNITS

Afro-American Studies Program
http://www.bsos.umd.edu/aasp/
Scholarly examination of African American communities helps illuminate the parallels, contradictions, and strengths evident in all communities. While the specific subject matter of the program is African American, the value of the program extends to studies of other cultures and communities around the world.

Asian and East European Languages and Cultures Department
http://www.inform.umd.edu/EdRes/Colleges/ARHU/Depts/HebrewEastAsian
The department offers undergraduates and graduates the opportunity to major in Chinese, Hebrew, Japanese, Korean, Russian, and East Asian Studies.

Center for Minorities in Science and Engineering
http://www.engr.umd.edu/organizations/cmse
Dedicated to increasing the enrollment and graduation rates of African-American, Hispanic-American and Native-American students majoring in science and engineering.

Committee on Africa and the Americas
http://www.inform.umd.edu/ARHU/Depts/AfricaAmericas/
Promotes the study and understanding of Africa and the African Diaspora from interdisciplinary and multidisciplinary perspectives, particularly those pertaining to the humanities and the social sciences.

Commuter Affairs and Community Service Department
http://www.inform.umd.edu/CACS
Offers educational, social, developmental, and informative programs to help students feel connected to campus, discover involvement opportunities, and learn about campus life.

International House
http://www.inform.umd.edu/StudentOrg/ihc/Welcome.html
An undergraduate dormitory dedicated to (1) a strong spirit of community among its residents, (2) the encouragement of cross-cultural communication both within the I-House and across campus, and (3) the promotion of internationalism on this campus and in the community at large. The programming encourages peoples of the world to interact effectively and constructively in a spirit of cooperation.

Jewish Studies (Meyerhoff Center)
http://www.inform.umd.edu/EdRes/Colleges/ARHU/Depts/jwst
The Joseph and Rebecca Meyerhoff Center for Jewish Studies seeks (1) to serve the student body by developing and administering the Jewish Studies Program; (2) to serve the international scholarly community as a leading research institute and resource center; and (3) to serve the wider community.

Latin American Studies Center
http://www.inform.umd.edu/EdRes/Colleges/ARHU/Depts/LAS
As a Center for Research/action program, it works to develop a "Culture for Democracy in Latin America" by creating research that leads to concrete policy recommendations. As an academic Center, it works to integrate Latin America into the educational experience with programs in various departments that promote a global and in depth knowledge of the region.

Women in Engineering Program
http://www.inform.umd.edu/EdRes/Topic/Diversity/Response/UMCP/DAIP/DAIP1995/Acad/Colleges/Engineer/wie.html
The Diversity Accountability Implementation Plan (DAIP) for the program describing several of its exciting and enriching experiences for female engineering students.

Women's Studies Online
http://www.inform.umd.edu/EdRes/Colleges/ARHU/Depts/WomensStudies/
The university's interdisciplinary degree program designed to introduce students to the new scholarship about the social, political, and cultural experiences of women.

Organizations

American Civil Liberties Union, University of Maryland Student Chapter (ACLU - UM)
http://www.inform.umd.edu/Student/Campus_Activities/StudentOrg/aclu/
Acts as a watchdog group that challenges University policies which impinge on civil rights. Furthermore, the ACLU-UM seeks to associate with other organizations to promote and achieve mutual goals.

Black Engineers Society (BES)
http://www.engr.umd.edu/organizations/bes/
This chapter of the National Society of Black Engineers focuses on the recruitment, retention and release of qualified minorities into the fields of computer science, engineering, mathematics and physical sciences.

Caribbean Students Association (CSA)
http://www.inform.umd.edu/StudentOrg/csa/main.html
A resource to serve and educate the public about the many cultures of the Caribbean by presenting programs and events that will improve the quality of campus life.

Chinese Student Association (CSA)
http://www.inform.umd.edu/Student/Campus_Activities/StudentOrg/CSA/
Fosters closer relationships and cooperation among the diverse Chinese students and faculty members, or any other individuals interested in Chinese culture and language.

Graduate Lambda Coalition
http://www.inform.umd.edu/StudentOrg/glc/
A resource for Gay, Lesbian and Bisexual graduate students at the university.

Habitat for Humanity (University of Maryland)
http://www.inform.umd.edu/StudentOrg/hfh/
Part of the international program that seeks to eliminate poverty housing from the world, it deals with two different Affiliates in the area, while coordinating a major project with Sandtown Habitat for Humanity and some work with Prince George's County Habitat for Humanity.

Hispanic Heritage Coalition (HHC)
http://www.geocities.com/CollegePark/Union/3542/
The purpose is to provide educational, social, and cultural activities; an open forum to discuss relevant issues pertinent to all the member organizations; present a united front on specific issues; gather and disseminate information relevant to all member

organizations; and be actively involved within the campus community and to work with other who share its vision.

Korean Graduate Student Association (KGSA)

http://www.inform.umd.edu/Student/Campus_Activities/StudentOrg/kgsa/

Established to increase close cooperation and unity among the members, KGSA provides opportunities for better academic life and better understanding of Korean cultures to students and the community.

Latino Student Union (LSU)

http://www.inform.umd.edu/studentorg/lsu/

Established to provide students on campus educational, social, cultural, and developmental activities. Additionally, the LSU promotes awareness and tolerance of the Latino cultures.

Muslim Students Association and Muslim Women of Maryland

http://www.glue.umd.edu/~kaggour/msa/

Offers information to Muslim students, such as campus prayer locations and times, along with information to non-Muslim students.

Society of Hispanic Professional Engineers (SHPE)

http://www.engr.umd.edu/organizations/shpe/

Assists students in all engineering and science fields with their academic and professional development. Also provides information on work opportunities and scholarships targeting Hispanics.

Students' Council of India (SCI)

http://www.inform.umd.edu/StudentOrg/sci/

An organization of Indian graduate students who celebrate Indian festivals, organize various cultural and sports events, and help newcomers with the initial adjustments.

Taiwanese Student Association

http://www.inform.umd.edu/StudentOrg/tsa/TSA.html

Established to share and enrich the understanding of Taiwan and other countries of the world, and to focus on issues regarding cultural, social, political, economic, historical, educational and ecological developments in Taiwan.

Thai Students Association

http://www.inform.umd.edu/StudentOrg/thsa/

Established to develop leadership skills, as well as an awareness of social responsibilities to encourage students to participate in public affairs.

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